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ABSTRACT

This learning unit on leading change is one in the Choice Series, a self-learning development program for supervisors. Purpose stated for the approximately eight-hour-long unit is to enable the supervisor to recognize the need for change, adapt to change in the work area, help the workteam adapt to change, and assess the best ways to effect changes. An introduction provides an overview of the unit and lists unit objectives. Parts A through D contain informative material, activities and answer keys, self-checks and answer keys, and a summary. Topics include the problem of change in organizations, people and the problem of change, bringing change about, and ways of leading. Part E contains performance checks--an end check to be completed alone and a tutor check and work-based project. Part F consists of a brief unit review, extensions (print sources of additional information, such as units or sections in books), and a list of references. (YLB)

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An Open Tech Project

SUPERVISING

PRINCIPLES AND PRACTICE OF SUPERVISION

15: Leading Change

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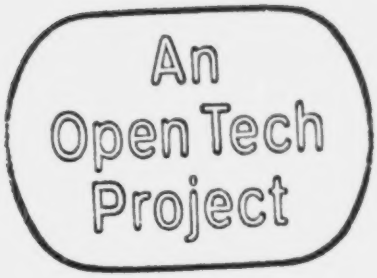
15: LEADING CHANGE

Ysanne Carlisle



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Ysanne Carlisle
Leading Change (Number 15 in the CHOICE SERIES of learning units)

Series Editor: Harry V Pardue
Northern Regional Management Centre.

CONTENTS

		Page
PART A	THE PROBLEM OF CHANGE IN ORGANISATIONS	
1	Introduction	2
2	The need for Change	2
3	Organisations and Adapting to Change	5
4	Summary	14
PART B	PEOPLE AND THE PROBLEM OF CHANGE	
1	Introduction	15
2	The Supervisor's Problems	15
3	The Problems of the Workteam	16
4	Line Managers and Resistance to Change	21
5	Summary	25
PART C	BRINGING CHANGE ABOUT	
1	Introduction	26
2	Reducing Resistance	26
3	Creating a Climate for Change	30
4	The Process of Change	36
5	Summary	43
PART D	WAYS OF LEADING	
1	Introduction	44
2	The Nature of Leadership	44
3	Leadership Approaches Supervisors and Workteams	47
4	Leadership Approaches and the Situation	60
5	Approach to Change	66
6	Summary	70
PART E	PERFORMANCE CHECKS	
1	End Check	71
2	Tutor Check	75
3	Work-based Project	76

Page

PART F UNIT REVIEW

1 Return to objectives 77

2 Extensions 78

3 References 79

Appendix 1: Bristol Polytechnic Summary Paper 80

WORKING GUIDE TO THIS UNIT IN YOUR DEVELOPMENT PROGRAMME

This Unit is now your personal property - it's not for handing back to your training officer or to a tutor. It is your working book.

The Contents will increase in value to you each time you write on one of its pages. This is a working text for your personal notes - without notes its value is limited.

Qualifications forget about certificates and diplomas - you don't need them for this programme. What you do need is the wish:-

* to do your job better
* for personal development

Your study time is really up to you - we guess you will need about 8 hours in total. But it's your time - spend as long as you like.

How am I doing? you can judge for yourself by checking out how well you cope with the tasks we call Activities and Self Checks which occur throughout the unit. You can also get the Tutor Check and/or the Work Based Project to your tutor for an unbiased view of your progress.

Work Pace it's really up to you and depends on your interest. However, if you do well on the Activities and Self Checks, you could afford to speed up a little. Of course, if you don't do as well as you expect then you could slow down a little or flick back into the unit for a quick review of the more difficult ideas.

When in doubt - ask or seek help from:

* your family and friends
* colleagues at work
* your company training staff
* other open learners
* your tutor, by phone, by a visit to your support centre or by dropping your tutor a line through the post.

Don't worry if what you learn doesn't seem to be of use to you now, remember that times change - it may be useful one day. Anyway, just knowing more improves personal confidence.

So now make a start:-

15: LEADING CHANGE by Ysanne Carlisle

ABOUT THIS UNIT

As a supervisor you are in the front line as far as change is concerned. Not only will you need to be able to cope with change yourself but as the leader of your workteam you'll be expected to help others adapt.

Wherever you work, the chances are that you'll experience changes in your working environment, if you haven't done so already. This may be as the result of the introduction of new technology or a change of product or service or a change in the way things are organised as people are expected to become more and more flexible in the jobs they do. The ability to lead your workteam effectively through change is an important supervisory skill.

IN THIS UNIT WE WILL

* Identify the reasons which bring about a need for change
* Examine the problems you and your workteam could experience when changes are brought about
* Consider the ways in which you can help to bring about changes in your work area smoothly
* Consider how the way in which you lead your workteam will affect them in times of change.

AUDIO TAPE Side 1

Before you continue through the unit, you should now listen to Side 1 of the audio tape that accompanies this unit. You will find it useful if you refer to the unit objectives shown below whilst you listen to the tape. You may wish to make the objectives clearer to yourself by making a note or two on the page as you listen.

OBJECTIVES

When you have completed this unit, you will be BETTER ABLE TO:

* **Recognise the need for on-going changes where you work**
* **Adapt to change in your work area**
* **Help your workteam to adapt to change in your work area**
* **Assess the best ways to lead your workteam through changes.**

PART A THE PROBLEM OF CHANGE IN ORGANISATIONS

1 Introduction

Wherever we work change is a continual process because the outside world is not static. Changes in the world outside affect the firm and so adapting to change needs to be seen as something which is necessary if an organisation is to survive. In this part of the unit we'll look at the need for change, the sorts of changes which may be experienced and the problems you and the people in your workteam may face when they occur.

2 The Need for Change

Forces pushing organisations towards change often come from the outside environment. For example, the markets for a firm's goods and services may change in some ways which force the firm to make changes.

ACTIVITY 1
Time guide
3 mins

Jot down in the space provided below one or two examples of changes which might happen outside the firm, forcing the organisation to make changes.

* _____

_____

* _____

_____

REFERENCE 1
Page 79

Rosemary Stewart in a book given as our first reference listed a number of sources of change. You may have included one of them in your list. Some of these are summarised here:

* Research may lead to new products and new ways of making them

* The sort of change we've mentioned above may lead to changes in the price of goods, quantities that can be sold or even to new markets or customers. In other words, market patterns may change

* Changes in tastes or fashion may affect the demand for the goods and services an organisation provides

* More competition from other firms may force an organisation to make changes to, say, improve quality, reduce price, reduce costs

* Changes in the law may force change on the firm. For example the Health and Safety at Work Act forced many organisations to make changes in the way they operated

* New inventions, such as computer technology, must be taken on board by organisations if they are to survive competition from similar firms

* Changes in public opinion and concern can force change on a firm. For example, changes may need to be made to reduce pollution

* Changes in the economy may force an organisation to adopt new methods or make other changes.

We could compile a long list of things which could force change on an organisation. Perhaps a useful way of looking at the problem is to consider the forces for change under three headings -

social and legal

technological forces

economic forces.

ACTIVITY 2
Time guide
3 mins

Try to think of a force for change under each of the three headings. Write your suggestions in the space provided below.

Social and legal forces _____

_____

Technological forces _____

_____

Economic forces _____

_____

There are a number of suggestions you could have made. In our list after Activity 1 there are examples of each type of force. I've written some suggestions of my own below.

* Social and legal force - changing attitudes to fashion can lead to a firm needing to change its product; public opinion changes (we're all more concerned with the environment than we used to be); the Health and Safety at Work Act made some firms change the way they did things.

* Technological forces - computer technology has led to changes in methods of doing things in firms. Adding machines and various other mechanical office machines are now no longer necessary.

* Economic forces - when interest rates are high this affects people with mortgages on their homes. It also affects organisations because high rates of interest will make borrowing money less attractive. This means that an organisation selling things like washing machines, which are often bought on credit, may find there is less demand for its goods.

We'll review some of these points with our first self check.

SELF CHECK 1
Time guide
3 mins

In the space provided below list the three types of force which may lead to change in an organisation.

a _____

b _____

c _____

The answer to this self check is here in the following words, so you will have to check your answer carefully. The three types of force which we suggested could lead to change in an organisation were a) social and legal b) technological and c) economic. The actual forces for change can, as we've seen, come from all sorts of sources but, whatever they are, we should probably be able to class them under these three headings.

3 Organisations and Adapting to Change

In this section we'll look at some of the changes organisations may need to make in response to the forces for change which we identified in section 2. In some cases, an organisation may need to change direction completely. An example of a case in which this has happened is Rose's Lime Juice. Rose's was originally a shipping firm. They developed lime juice to help prevent their sailors from getting scurvy through lack of fresh fruit. Their shipping business declined but the lime juice was popular. So, Rose's moved out of shipping altogether and into lime juice production. This is an extreme example but, in manufacturing, if old products are no longer popular then new ones must be found to replace them if a firm is to survive. Major changes like this have an impact throughout the organisation.

ACTIVITY 3
Time guide
3 mins

Think of a company which is planning to change its product or service quite dramatically. (Take Rose's change from shipping to manufacturing lime juice if you like.)

Spend a few minutes thinking about the kind of changes the company would have to make.

Jot down two suggestions below.

* _____

_____

* _____

_____

As we've already said, such a change could affect the whole organisation. Your list might have included things like

* organising things differently because different sorts of activities would have to be co-ordinated and different sorts of decisions made. In other words, the whole structure of the company would have to be changed

* personnel with different skills

* a different approach to management

* new technology, different types of machines and production processes.

There are other things you could have mentioned. Let's take a look at two of these in more detail.

Firstly, we'll look at the problem of structure. In this unit we'll cover this in a practical straightforward way and see how organisations which operate in rapidly changing environments may need to adapt themselves.

EXTENSION 1
page 76

If you'd like to explore the problem of different types of organisation structure further you might like to take up our first extension to another unit in the series which deals with this area in greater depth.

3.1 Structure

Some organisations operate in reasonably stable conditions. Demand for their products is fairly certain and there are few new developments in technology which are likely to affect them in the near future. Decisions may not need to be made very quickly because there is no need to respond quickly to outside pressures. If this is the case, most decisions may be made by top management. Suppose that such an organisation becomes faced by changes in the social, economic or technological environment in which it operates. Top management decisions may then filter down too slowly for the organisation to be able to react quickly enough. If we think about many Government Departments, the Inland Revenue for example, it can take months for decisions made by ministers to filter down to the tax offices so that they can be acted upon in a practical way.

ACTIVITY 4
Time guide
3 mins

So how can we reduce the time between MAKING A DECISION and GETTING IT ACTED UPON?

Jot down one way you can suggest.

* _____

_____

You could have suggested any number of ways but two major suggestions would be:

* reducing the number of levels of management so that decisions made at the top filter down more quickly

* giving people at lower levels more responsibility for making and acting on decisions.

Whatever the solution adopted people may need training to help them adapt to the new working conditions and environment caused by the change in structure. People who have been used to acting on orders received from above may not feel confident about making and acting on their own decisions. Their decision-making abilities may need to be developed by training.

You might like to spend a few minutes on a self check before we look at another area of change.

SELF CHECK 2
Time guide
5 mins

1 List three kinds of change which your firm decides to make which may affect you as a supervisor.

* _____

_____

* _____

_____

* _____

_____

2 Respond to the following statements by writing either TRUE or FALSE in the space provided below.

a An organisation needs to be able to adapt to changes in its outside environment. _____

b Unless an organisation operates in a very stable environment, change is likely to be an on-going process. _____

c Organisations in which decisions are made at the top can often respond to changes quickly. _____

d The more levels of management there are, the more effectively an organisation can adapt to change. _____

e Passing responsibility for decision making to people at lower levels in an organisation can mean that decisions are acted upon more quickly. _____

f Changing the way in which decisions are made and acted on can often mean changing the way things are organised. _____

The answer to this self check is here in the following words, so you will have to check your answers carefully. Question 1 asked you to list up to three kinds of change which could affect you as a supervisor. So far in this section we've mentioned the following sorts of changes which could affect you. * Changes in the structure of the organisation. This could mean that you become responsible for taking even more decisions than you do now. * Personnel with different skills. This may mean that you and your workteam need to develop new skills. * New technology. Any new machines or processes will mean that you and your workteam may have to adapt to new methods of working and develop new skills. * A different approach to management. This could mean that you will need to deal with members of your workteam in a different way if they are to be able to adapt to changes which are taking place around them. There are other things you might have listed - our list is not a complete one but the answer we've just given to question 1 covers the points we made in the text. Question 2 contained six statements for you to answer by writing down either true or false. a) My choice to this statement would be true. An organisation which can't adapt to change in its outside environment may not survive. b) Again, my choice would be true. The world outside work is a rapidly changing one, if an organisation is to respond to it effectively change is likely to be on-going. c) My choice tothis statement would be false. It takes time for decisions made at the top of the organisation to filter down to the bottom and putting them into effect may take quite a long time. Most of us will know how long it takes changes in taxation rates to filter through to our pay packets. d) My choice would be false. The more levels of management there are, thelonger it takes for decisions to filter down. e) My choice would be true. The arguments I would use to support this are the same as those used to support the last statement. f) My choice would be true. Changes in the way in which decisions are made can mean changing the structure of the organisation. It may mean passing greater responsibility of coordinating and controlling activities. It may mean developing an organisation with fewer managerial levels. Whatever solution is adopted often the structure of the organisation needs to be adapted to cope.

The problem of change and the structure of an organisation has been looked at by a number of people. It's helpful to look at examples of structures suited to both very stable environments and rapidly changing environments because it gives us some idea of how different structures affect the way in which we need to deal with situations at work. We'll dothat here by considering two very different structures suited to stable or changing environments.

REFERENCE 2
Page 79

T Burns and G M Stalker in "Management of Innovation" discuss the two types of structure we'll look at here in detail.

The first type of structure Burns and Stalker call "Mechanistic". It might be useful to think of this as a <u>rigid</u> structure.

This involves -

- breaking down all the tasks that the firm needs to have carried out so that they can each be clearly defined
- defining everybody's job precisely in terms of the tasks which they have to carry out
- having a number of fixed management levels with clearly defined responsibilities and powers of decision making
- each level of staff in the firm is responsible for the work done by the level immediately below
- communication (such as instructions and information) goes through each level up and down throughout the firm
- decisions are made at the top
- people are expected to obey instructions from whoever supervises them.

ACTIVITY 5
Time guide
3 mins

Think about the mechanistic type of structure we've just outlined.

There are two sentences below. Decide whether you feel they are TRUE or FALSE.

a The mechanistic structure we've just described should be able to adapt to change easily. _____

b As a supervisor in a mechanistic structure you would be involved in a great deal of decision-making and not be expected just to obey instructions from higher level managers. _____

---

a I would have answered false to this statement because, as we said earlier, the more levels of management there are and the more rigidly fixed they are, the more difficult it is for decisions to be passed on quickly and acted upon quickly.

b My answer to this statement would also be false. As a supervisor, you'll always have a number of day-to-day decisions to make concerning you and your workteam, but in the type of organisation we've just described everyone's job is precisely defined. There are a lot of rules and regulations about what to do in many of the situations you'll find yourself dealing with, so the need to make decisions is cut to a minimum. In general, people are expected to obey orders and instructions from people on higher management levels.

The second type of organisation Burns and Stalker call "Organic" - we can think of it as a flexible structure.

This means that
- jobs are not very precisely defined but can change as conditions change
- decision-making responsibility is handed down to people directly involved in doing particular tasks
- communications run both up and down and across the organisation and are more like two-way consultations that one-way commands
- people are expected to be committed to their tasks rather than simplyobey instructions and follow rules and regulations.

ACTIVITY 6
Time guide
3 mins

Let's think about this second type of organisation. We'll do this by looking at another two sentences. Decide whether you think they are TRUE or FALSE.

a Organic structures like the one we've just described can adapt fairly quickly to change. _____

b As a supervisor in an organic structure you would be expected to make more decisions about the work of your team and your work area than you would in a mechanistic structure. _____

I think both these statements are true. We can think of the two types of structure we've described as opposites. The first is geared to a fairly stable environment in which change is not required, the second to an environment liable to change at a fast pace. There are a lot of possibilities in between these two extremes but as a supervisor in each of these two types of organisation your experiences would be different.

* your responsibility for decision making would differ
* your means of communicating with other people in the organisation would differ.

3.2 Technology

The second thing we'll look at in this section is the challenge of changing technology. Changes in technology can be a major or minor influence on our working environment. A minor change may involve a new machine which can do a job faster or more effectively. A major change could involve a completely new production process or the purchase of a new computer which can do most of the work that was previously done by clerks.

Although overall, new technology hasn't meant a massive reduction in the number of jobs, it has certainly meant that jobs have changed.

Almost everybody who is affected by new technology has had to learn new skills (perhaps using a keyboard) and has possibly found that old skills are no longer needed. The person, for instance, who a few years ago knew his machine like an old friend or old enemy, may now find that an electronic device can monitor what the machine is doing and warn of variances far more accurately than he can. He doesn't need to spend time watching the machine but he does need to know how to interpret and use a lot more information than was available before. And, probably, the system demands that the information he gives is very accurate. Near enough isn't good enough when whole networks of information may depend on the items of information which you supply.

Whether we like it or not, we have to keep abreast of new technology in order to remain competitive. If an organisation in the same industry as ours introduced new technology in the office, for example, then they will be able to get the office work done more quickly and effectively. Clearly, if other similar organisations don't follow suit, they will be at a disadvantage.

We are not going to consider all the possible ways in which technological change could affect your organisation in this unit but, as a supervisor, you'll be in the front line when changes do occur. It's your job to come to terms with such changes and to lead the members of your workteam through periods of change when they occur.

We'll look at the problems people have in adapting to change in the next part of our unit. Before we do this, let's complete a self check.

SELF CHECK 3
Time guide
10 mins

1 List three features which are typical of a mechanistic type of organisation structure - (the rigid structure).

* _____

_____

* _____

_____

* _____

_____

2 List three features which are typical of an organic type of organisation - (the flexible structure).

* _____

_____

* _____

_____

* _____

_____

3 Respond to the following statements by writing either TRUE or FALSE in the space provided.

a Organisations which operate in a rapidly changing environment need to develop ways of making decisions quickly. _____

b Organisations which operate in a rapidly changing environment need a fast, efficient means of communication between people within the organisation. _____

c Supervisors in organisations which need to adapt to change quickly are more likely to be working within a mechanistic or rigid type of structure. _____

d Supervisors in organisations which operate in fairly static or stable environments are more likely to be working within an organic or flexible type of structure. _____

e Speed of decision-making is important in adapting to change.

_____

f An effective means of communication in an organisation which needs to be able to adapt to rapid change is a vertical form in which commands and communications run up and down through each successive level of the organisation.

_____

The answer to this self check is here in the following words, so you will have to check out your answers carefully. 1) Any three characteristics from our original list of six would be a suitable response. The things which are typical of a mechanistic type of organisation are summarised here. * Tasks are broken down and precisely defined * Everyone's job or role is precisely defined * There is a rigid hierarchy of management * Each level is responsible for the tasks done by people in the level below * Communications run up and down these levels * Decisions tend to be made at the top * People are expected to obey orders and instructions from supervisors on higher levels. 2) Again any three characteristics from our original list of four would be a suitable response. We can summarise these: * Jobs are not too precisely defined but can change as conditions change * Decisions about particular tasks will tend to be made by supervisors directly responsible for those tasks * Communications are more flexible than in mechanistic organisations. They can run up and down the levels in the organisation, across the same level and are more like consultations than commands * Commitment to tasks is more important than merely following rules and obeying instructions. 3) a) True. If decisions are not made quickly an organisation may not be able to respond quickly enough to change. b) True. Slow communications can cause delays in putting decisions into effect. c) False. The mechanistic structure we described is fairly inflexible and not best suited to adapting to rapid change. d) False. An organic type of structure could operate in a stable environment, but the description we gave was of a type of organisation structure geared to adapting to change. e) True. The comments we've made in answering statement b) are appropriate here. Rapid change requires speed in making and putting decisions into effect. f) False. The type of communications we described in this statement would tend to be slow.

We've described two very different types of organisation. The ways in which a supervisor manages his workteam will tend to differ depending on the structure of the organisation and the work involved. We'll look at this problem in more depth later on in this unit. For now, we'll just make the point that the approach to management in each of these types of organisation is different.

4 Summary

*	THE NEED FOR CHANGE	- will affect firm's ability to adapt to a changing environment.
*	MECHANISTIC STRUCTURES	- are suitable for fairly static conditions.
*	ORGANIC STRUCTURES	- are more suitable than mechanistic ones for rapidly changing environments.
*	THE SUPERVISOR	- in a mechanistic structure will in general have less responsibility for decision making than a supervisor working within an organic structure.
*	COMMUNICATIONS	- means of communicating with other people in the organisation differ between the two types of structure.
*	MANAGERIAL APPROACH	- the ways of managing people in each of these two types of organisation are different.

PART B PEOPLE AND THE PROBLEM OF CHANGE

1 Introduction

Any change, whatever it is, is going to affect people in the organisation. People may need to gain new skills or they may be worried about how the change will affect them. The organisation may need to recruit people with new skills from the outside and provide training programmes for existing staff. People may find themselves having to retrain to do another job, or at worst, redundancies may arise. As a supervisor, it's your job to lead people through the changes that affect them at work, as well as coping with them yourself. In this part of the unit we'll look at some of the problems you and your workteam may face in coping with changes in your area of work.

2 The Supervisor's problems

As the first line manager, a supervisor is often in the front line when change is in the offing. Supervisors can frequently face problems themselves in adapting to things like new technology or changes in working methods. Their problems are made more difficult by the fact that they must also lead their workteams through what can be a difficult period.

ACTIVITY 7
Time guide
3 mins

Jot down one or two problems you feel you might face in keeping up with the pace of change in your organisation.

* _____

_____

* _____

_____

There are a number of things you could have suggested. Depending on the types of change involved, typical suggestions might include some of the following:

* the ability to be flexible and to adapt
* the need to keep up with the technical side of the job
* the need to improve or adapt management skills
* staying one up so that any questions from a workteam member can be answered
* getting hold of the right information
* easing the members of the workteam into the changes.

EXTENSION 2
Page 78

A BBC video in the 'Supervisor' series deals with the problems of a number of supervisors faced with change in a range of working environments. The list I've just given of possible problems connected with change is by no means complete - it could be endless. The video looks at other problems in addition to those we'll look at here - you might find it useful.

In a period of change you'll need to take up any opportunities you get to develop your own skills and improve your own technical knowledge. You'll also need to think about the training needs of your workteam which we'll look at later on in the unit. But your biggest concern will be the effect of change on your workteam.

Let's begin our examination of your problem by looking at how your workteam are likely to view the prospect of having to change and the challenges they are likely to present to you as the supervisor trying to lead them successfully through a period of change.

3 The Problems of the Workteam

When faced with the prospect of change, some of your workteam may see it as a challenge, as a possible career development or even just as a fillip of interest in the job. Your problem may even be holding them back and containing their desire to get cracking and start now!

Even with such enthusiasm, change still needs to be carefully set up and sensitively introduced so that the impetus isn't lost but, initially, you are likely to be more concerned with winning round the people whose first reaction is to resist change and react unfavourably. This isn't necessarily because they are against progress or improvements in conditions or effectiveness. Change can often be seen as a threat. It can involve a fear of some sort of loss and it can affect a person's confidence to do what is required of him. In other words, change can make people feel insecure about their work.

Their first response may seem quite unreasonably and highly emotional: they may assume, quite wrongly, that the change is a personal criticism of them or they may focus on somebody they can blame for the change being necessary.

Behind the apparently unreasonable behaviour, though, there are likely to be some very understandable fears which, as supervisor, you will have to deal with before you can hope to get their support in putting the changes into action.

ACTIVITY 8
Time guide
3 mins

Even when changes are minor and can be shown to be of benefit, employees often resist them. Jot down one or two reasons why you think this happens.

* _____

_____

* _____

_____

Again, we could compile an almost endless list. Suggestions would include

* a fear of job losses

* fears about adapting successfully to the change

* uncertainty or not knowing what to expect.

If a supervisor is to help the members of a workteam come to terms with change, it is useful to be aware of the sources of resistance. We'll concentrate on some of the main ones in this section.

3.1 Fear of job loss

Let's begin by looking at the fear of job loss. They may involve both fears of redundancy and worries about economic security and prospects where jobs are not lost. No matter how much reassurances or retraining opportunities people are given, there is always likely to be someone who doesn't respond in a favourable way.

Let's consider, for example, the computerisation of office work. Many companies retrained their staff and tried to keep job loss to a minimum. Computer firms claimed that computerisation created jobs but jobs of a different kind. But no matter how hard a company tries, there is always the possibility that someone can't adapt, even with training.

ACTIVITY 9
Time guide
2 mins

Suppose a firm is computerising much of its office work. One person just can't adapt to the new methods, even after training. So this person is given another clerical job in an area which isn't computerised.

Jot down how you think this person might feel about future prospects and jobs.

* _____

_____

_____

_____

You might have considered things like:

* loss of confidence

* a feeling of lost prospects or worries about job losses

* a feeling that the new job is somehow of less value than the old one.

3.2 Insecurity

Often we'll find that people are happier with the tasks, places and workmates with whom they are familiar. We get accustomed to doing things in certain ways. The prospect of change can make people feel insecure or unsafe. They may fear uncertainty, not know what to expect. They may lack confidence in their own abilities. We may fear failure in the new environment job or task. Change poses an economic and psychological threat to many people.

3.3 Misunderstanding

Another problem which can arise is misunderstanding. It's very easy to assume that people understand what we say to them when in fact they aren't at all clear. Even if someone says "I understand" we can't always take this at face value. We've probably all said this on occasions when in fact it isn't quite true.

For example when somebody says 'I understand' he may:

* really understand what you said

* have a rough idea of what you meant

* think he understands but in fact have the wrong end of the stick altogether.

18

ACTIVITY 10
Time guide
3 mins

Jot down two more examples of what may actually be happening when somebody says 'I understand'.

* _____

* _____

You might have considered these possibilities:

* you might not have explained clearly. He may be doing his best to understand but you haven't really put your ideas across

* he doesn't want to lose face by admitting that he doesn't understand

* he doesn't want you to lose face by pointing out that you're not explaining clearly

* he may just be going along with the rest of the group. If they appear to understand, he won't admit not understanding but will try and find out what you meant later.

EXTENSION 3
Page 78

The whole problem of getting your message across in an effective manner is dealt with in more detail in our extension. If you'd like to follow up the problem of communicating more effectively you might like to take it up.

So, sometimes problems can arise because we don't always communicate effectively.

3.4 Fear of social loss

Another problem is that change can sometimes upset the way people work together and the way they see their own jobs.

Many people make friends at work and one of the things they enjoy most is working with people they get on well with. If a workteam has been together for a long time and everybody in it gets on well, people may be reluctant to transfer out or to see that workteam changed.

3.5 Fear of loss of status

They may also worry about changes in the relationship between themselves and other groups at work. We could call this a problem of status or prestige. If a change such as a new technology turns a job which was skilled into an unskilled routine job, then the people affected may lose status or prestige. In other words, they can no longer be highly regarded for their special skills by other groups. This is often referred to as the problem of de-skilling jobs. There may be fears of a related future economic loss if people feel that changes could lead to lower pay rises in future as compared with other work groups whose jobs haven't been de-skilled. This is known as the problem of eroding pay differentials.

We'll look at one more source of resistance to change in this section but before we do, let's recap on some of the sources we've talked about so far by doing a self check.

SELF CHECK 4
Time guide
5 mins

Complete the following statement.

Three major sources of resistance to change may be:

* _____

_____

* _____

_____

* _____

_____

The answer to this self check is here in the following words, so you will have to check your answer carefully. In this section so far we've looked in detail at six sources of resistance which may affect members of your workteam if changes are proposed * fears about job losses * feelings of uncertainty or insecurity about what will happen when change is introduced * people misunderstanding the nature or purpose of changes because of poor communication * fears of social loss * worries about changes lowering the skill levels required of a job and affecting a person's status, prestige or standing in the eyes of his workmates, friends and so on.

We don't pretend to have covered everything. Your list may even have included the last problem we'll look at, the fact that change puts people to inconvenience. It puts them out.

3.6 Fear of inconvenience

Changes often mean that we must learn to do things in different ways. This can mean learning new techniques and procedures. Not everyone will find the process of learning these an easy or enjoyable experience. Some people might resent the extra effort they need to make to learn new things and adapt to change. So, if changes put people out and cause them inconvenience, it may take a while for them to be fully accepted.

We can summarise the major sources of resistance to change which we've discussed.

Fears about:

- loss of job
- loss of security
- loss of friends
- loss of status
- loss of pay differentials

Misunderstanding

Inconvenience.

As a supervisor faced with the prospect of change, it can help to be aware of the sources of resistance. You never know, you may feel even more threatened than the members of your workteam because of the extra responsibility of having to lead them through it.

4 Line Managers and Resistance to Change

At the end of the last section, we said that supervisors can sometimes feel more threatened by change than their workteams. Sometimes first line managers can be just as resistant to change as the people they lead. In this section we'll consider some of the reasons why this is sometimes the case.

We've looked at the reasons why people in general are resistant to change. But does a supervisor have any additional worries which arise from the job which might make him have further misgivings when faced with change?

ACTIVITY 11
Time guide
3 mins

Jot down two possible reasons why a supervisor particularly might feel resistant to change.

* _____

_____

* _____

_____

The list of reasons could be endless but here are three which you may have thought about.

* It won't work

  Supervisors may have a lot of first hand experience of what is practical and possible in their work areas. Experience may have led them to realise that the change proposed won't work in the way it's supposed to. They may or may not be able to do a lot about the proposed changes - that depends on how willing management are to listen and how clearly the supervisor can explain the difficulty and suggest an alternative method. But we can say that this form of resistance to change is the most reasonable.

* It's alright as it is

  Supervisors are likely to have spent a great deal of time, effort and energy in making sure the existing system works well. If it does work fairly well, then they have a vested interest in doing things the way they've always been done, even though the proposed change may be quite sound. It's not an entirely reasonable line of thought but you can understand how it happens.

* Not more work

  Any change will require the supervisor to invest a lot of time, energy and effort in making the new system workable. Even if you can see the long-term benefits, you may be resistant to the extra effort needed in the short term.

And there may be other resistances connected with our own prejudices and even a certain jealousy about the way work is done in our area which will make us dismiss an "outsider's" ideas without fair consideration.

In addition to these reasons, the supervisor, of course, is human and is prey to all the other worries and misgivings about change which we've already looked at.

Nevertheless changes are made and, as supervisors, we have to make them work.

Understanding how our workteam may be feeling and realising what our own resistances are likely to be can be helpful when we have to weigh up a proposal for change and prepare for putting it into action.

Using what we now know about sources of resistance to change we can draw up a checklist of what our approach should be if we are to give proposals for change a fair chance.

ACTIVITY 12
Time guide
3 mins

Knowing what you do about likely sources of resistance to change in yourself and your workteam, jot down two points which you would include on a checklist to help other supervisors confronted with proposals for change.

* _____

_____

* _____

_____

There are a number of things you could have written. In our list below, I've tried to highlight some of the main guidelines to dealing with change and change proposals which come out of our work in this section. Again, the list is not a complete one: you may have written down other equally suitable suggestions.

* Be open-minded

  Be aware of the fact that it can sometimes be difficult to assess change proposals objectively. In other words, we're not always as open-minded as we should be in weighing up the pros and cons.

* Forget vested interests

  Don't let the time and energy you've invested in getting the old system working well put you off looking seriously at change proposals.

* Forget your own prejudices

  We all have opinions and prejudices. Don't let them cloud your judgement when weighing up a change proposal.

* Find out

  Find out as much as you can about change proposals. How will they affect you and your workteam? What will they involve?

* Learn

  Take every opportunity you can to build up your knowledge and understanding of the change. Attend training courses and meetings when they are available. Make sure you really do understand the proposals and their likely consequences.

* Build confidence

  Your workteam may turn to you with their problems and questions. Now that we're aware of the sources of resistance to change, we should also see the need to deal with them sympathetically and build up their confidence.

5 Summary

Workteam members may resist change because of:

fear of job loss

fear of loss of security

fear of loss of friends

fear of loss of status

fear of loss of pay differentials

misunderstanding

inconvenience.

Supervisors may have the added resistances of:

doubts about the effectiveness of proposals

vested interest in maintaining the existing system

reluctance to make short-term efforts, even for long-term benefits

personal prejudice.

In order to assess proposals for change fairly and cope with change more easily we should:

* be open-minded.
* forget our own vested interests.
* forget our own prejudices.
* find out as much as possible about the proposals.
* learn all you need to know about changed technology, operations, procedures.
* build up the confidence of the workteam which the prospect of change is likely to undermine.

PART C BRINGING CHANGE ABOUT

1 Introduction

There are a number of ways in which change can be brought about. One of the important things we need to keep in mind is that changes stand no chance at all if people won't accept them. So, putting changes into effect involves understanding and overcoming the forces of resistance which we looked at in part B. In this part we'll identify some of the methods and techniques which can be helpful in achieving this.

2 Reducing Resistance

Let's look first of all at the work situation where there is going to be change.

ACTIVITY 13
Time guide
3 mins

Suppose your company is going to transfer to new premises a few miles away from your present site. Jot down, in general terms, two things you would do, if you were in charge of the operation before the move took place, to reduce resistance to the move.

* _____

_____

* _____

_____

There are a number of things you could have written. Typical suggestions might have included some of the following.

* Provide everyone involved with as much information as possible well before the change is due to take place.

* Give people plenty of opportunity to discuss and talk about the proposals.

* Try to encourage people to involve themselves in the proposals at an early stage.

2.1 Preparation

These three suggestions are all about preparing people for change.

If people are well-informed and given the chance to talk and get involved early on, they are likely to be more confident and less hostile. They will feel that they've had a chance to have their say about the things that are going to affect them and they might feel that they've played a part in introducing the change when it comes.

Part of the preparation may also include training in new skills which people will need to meet the changed situation.

However, having stressed the importance of preparation, we should notice that the passage of time itself may affect the resistance to change.

Here is what I mean.

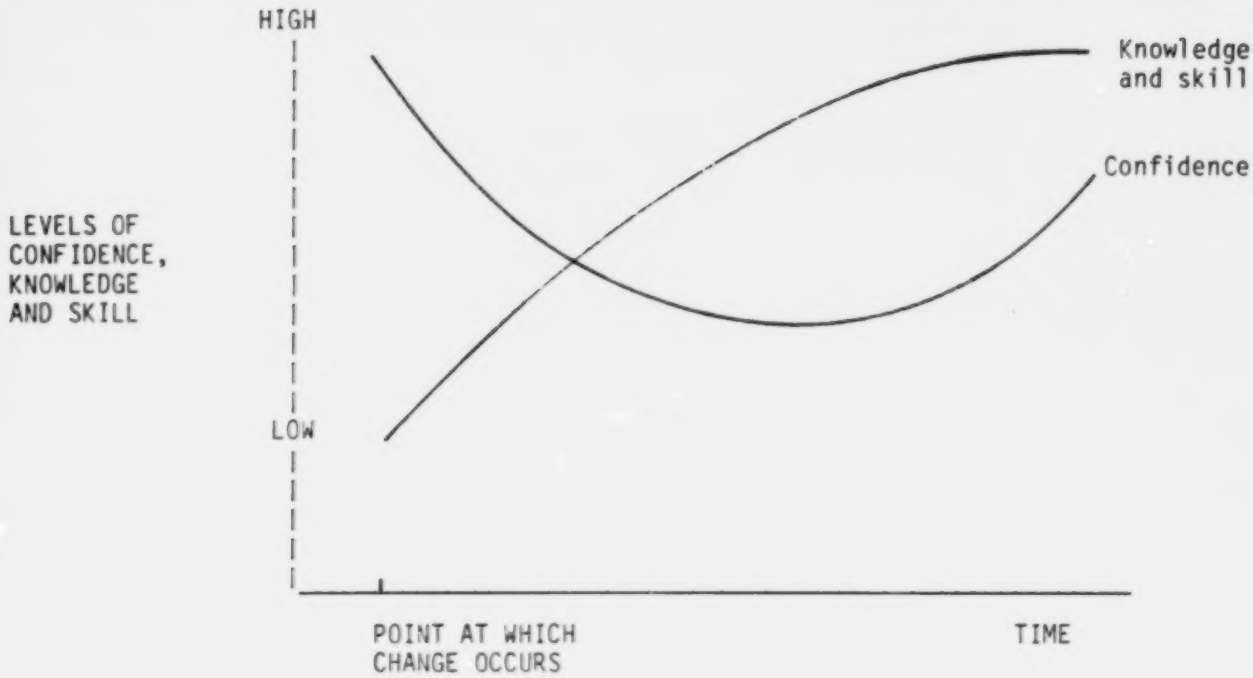
Let's look a bit more closely at what happens to people when a change is introduced. We discussed the sources of resistance earlier. Many of them centred around three individual types of problem in adapting to change.

* The need to learn something new.

* The lack of confidence.

* Confusion and worries about the consequences of change.

The first two areas we've mentioned (the need to learn something new and a lack of confidence) are closely related. At the point in time when the change is introduced, the workteam are likely to be relatively slow and unpractised in any new tasks they have to take on. Because of this people are likely to lose confidence. As time goes on people will become more skilled and gain more knowledge. In other words, they will learn the things they need to know to operate in the changed circumstances. After a while as they begin to feel more at ease and familiar with the changes, confidence will rise again. We can show this in a diagram.

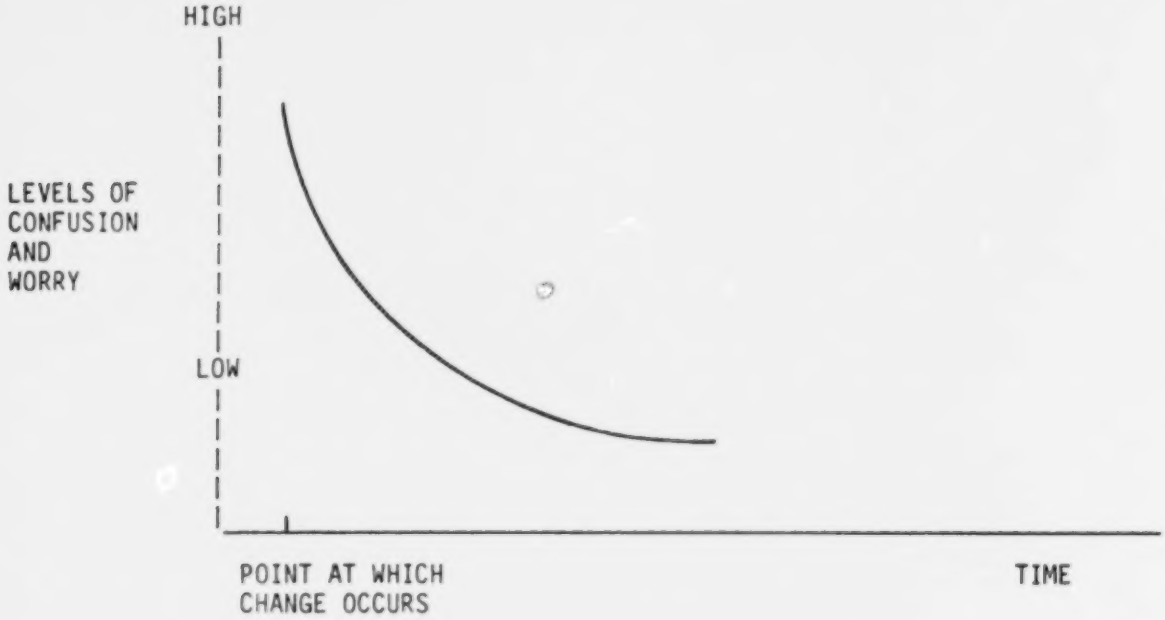


ACTIVITY 14
Time guide
3 mins

Think about what will happen to the confusion and worry people experience with change. Use the space provided below to suggest how time would affect confusion and worry. If you prefer, you might like to draw a line on our diagram above.

*

Just as time solves the problems of learning and confidence so it helps people get over their confusion and worry. Usually confusion and worry are high when the changes occur but as time goes on people generally become less confused and worried. If you attempted to show this on our diagram the line would have looked something like the one below.



If you drew a straight line, don't worry. It's also not too important where you put your line in relation to the other two. The important think to note at this stage is that confusion and worry will fade with time too.

SELF CHECK 5
Time guide
3 mins

Let's review these points by doing the following self check. Respond to each of the sentences below by writing either TRUE or FALSE in the space provided.

a After a change is introduced knowledge and skill will rise as time goes on. _____

b After a change is introduced confusion and worry will continue to rise as time goes on. _____

c After a change is introduced levels of confidence will fall and then rise again. _____

The answer to this self check is here in the following words, so you'll need to check out your answers carefully. a) True. Knowledge and skill will increase given time b) False. Confusion will fade as time goes on, not increase. c) True. Confidence is related to learning. As people are struggling to learn new skills and knowledge, the confidence is likely to fall. After a point they become more familiar with the change and what it involves because they are learning more about it. Confidence then begins to rise again.

So, time will help to overcome resistance anyway if the right conditions are provided.

3 Creating a climate for change

Faced with bringing about a change, a large company, thinking in terms of the whole operation, or an individual supervisor thinking in terms of the workteam, will want to develop favourable attitudes to change in general.

The atmosphere, conditions and relations existing between people before a change is proposed can be an important influence on the attitudes they are likely to hold towards change. Because of this, there are a lot of methods designed to influence these things which can be grouped together under the term 'climate'.

There are a number of different types of climate. Those of us who have worked for more than one organisation will probably be able to compare their climates. For example, a place may be friendly or unfriendly. Managers may be considerate and support the people they supervise, or they might simply give orders and expect them to be carried out regardless. These are the sorts of things that affect the atmosphere of our places of work, in other words, the organisational climate.

ACTIVITY 15
Time guide
3 mins

Jot down two suggestions or factors which affect the organisational climate.

* _____

_____

* _____

_____

We mentioned a couple of things in the last paragraph:

* how friendly people are

* how considerate and supportive managers are.

Other suggestions may have included things like:

* the attitudes of workteams towards their work

* how open people are in communicating with each other

* the extent to which information is made available to people about things which affect them

* the extent to which superiors trust the people who work for them

* the extent to which staff trust their managers

* the extent to which people can take decisions about matters affecting their work, in other words, make on-the-job decisions rather than just take orders.

ACTIVITY 16
Time guide
5 mins

Use your own experience and your ideas from the last activity to decide what sort of climate will make people most likely to accept changes.

Jot down three things which you think would create a climate favourable to change.

* _____

_____

* _____

_____

* _____

_____

I don't know what your responses to this activity were, so I'll base my suggestions on the list we gave previously.

* A friendly atmosphere
* Considerate supportive management
* Good cooperative attitudes amongst workteams
* Openness in communications between people
* A sharing of information between people about things which concern them
* A high level of trust between superiors and subordinates

These are all features of what is known as a

PARTICIPATIVE or OPEN CLIMATE

Such climates are often better than less friendly, less cooperative and less trusting climates for introducing change.

Before we look at ways of achieving a participative organisational climate let's do a self check.

SELF CHECK 6
Time guide
5 mins

Complete the following statements with a suitable word or groups of words.

1. The atmosphere, conditions and relations which exist between people in a organisation help to make up its organisational _____.

2. List three things which affect the organisational climate in the space provided below.

   * _____
   _____
   * _____
   _____
   * _____
   _____

The answer to this self check is here in the following words so you'll need to check out your answers carefully. 1) My choice is 'climate', but another word with a similar meaning could also be suitable. 2) The list we gave in our unit was * how friendly people are * how considerate and supportive managers are * the attitudes of workteams towards their work * how open people are in their communications with each other * the extent to which information is shared * the extent to which superiors and subordinates trust each other * the extent to which people can make on-the-job decisions rather than just taking orders. We don't pretend our list is complete. There may be other suitable things you could have written which contribute to the climate of the organisation.

The climate in our organisation can affect how the people who work there will react to change. So it is sometimes necessary to try and change the climate before introducing change. In other words, develop a climate which is more suitable for change. This is sometimes called organisational development because we're trying to develop a different climate throughout the whole organisation.

REFERENCE 3
Page 79

French and Bell tell us that the approach tries to make organisations more adaptable and better able to cope with change

> "with a special emphasis on the culture of formal workteams".

"Culture" means the understanding about attitudes, behaviour, ways of thinking and relations with one another that a group of people share.

ACTIVITY 17
Time guide
1 min

We've recently talked about the sorts of climate that are favourable to change. We used two terms to describe this. Can you remember one of them?

* _____

_____

The terms we used were 'open' or 'participative'.

Let's remind ourselves of the things which help to make a participative open climate with the following self check.

SELF CHECK 7
Time guide
3 mins

Complete the following statement.

Three of the features of an open or participative climate are:

* _____

_____

* _____

_____

* _____

_____

The answer to this self check is here in the following words so you'll need to check out your answers carefully. Earlier in this section we listed seven things. A suitable answer to this self check could have included any three from this list, although there are other things. We don't pretend that our list is complete. Here it is again. * A friendly atmosphere * Considerate supportive management * Cooperative attitudes amongst workteams * Openness in communications between people * A sharing of information between people about things which affect them * High levels of trust between superiors and subordinates * On-the-job decision making. In other words, decisions are made by people with the skills in that area, as opposed to superiors making decisions and giving orders to subordinates.

In the quotation from French and Bell which we gave earlier, the writers said that organisational development puts a "special emphasis on the culture of formal workteams".

ACTIVITY 18
Time guide
2 mins

If the emphasis is on how the workteam performs do you think training to meet proposed changes is more likely to be

a) individual

b) group-based, involving the whole work team?

In order to create a favourable attitude to change, training tends to be group-based involving the whole workteam, rather than individual.

Normally this happens off the job site and the training is done with people outside the firm. The training aims:

* to encourage supervisors to be more open to suggestions from workteams

* to encourage workteams to take an active interest in their work areas

* to encourage and develop a more friendly and cooperative group atmosphere.

In other words, the approach tries to improve relations between people so that together they can be more effectively in their work. Other ways of trying to change the organisational climate include

* management development programmes

* sensitivity training.

The first of these aims to make sure that managers can learn more effective management approaches. The second aims to improve relations between people by encouraging things like

* more openness with other people

* more tolerance of individual differences

* greater awareness of the needs of other group members

* more understanding of the things which can affect relations within a group

EXTENSION 4
Page 78

The three things we've just described are approaches to changing the organisational climate. However, more conventional types of training are usually also involved when changes are introduced. If you'd like to follow up some of these, then you might like to take up our fourth extension.

SELF CHECK 8
Time guide
8 mins

Complete the following statement with a suitable word or group of words.

Three methods of influencing the organisational climate are:

* _____

* _____

* _____

The answer to this self check is here in the following words so you'll need to check out your answers carefully. You can influence the organisational climate by what we've called organisational development - that is deliberately setting out to create an open and participative climate which is friendly and cooperative and in which people are encouraged to be involved in decision making. So the words I would have used were 'organisational development' but it's equally acceptable if you have mentioned any of the points I've made. The other methods used to influence the climate are management development, whereby managers are trained in a more effective approach to management, and sensitivity training which aims to improve relations between people so that they are more open, tolerant and understanding and work together better.

In what we've just said, we've been thinking in terms of the organisation - the whole firm - and what organisational development can do to create an open, participative climate.

What a programme of organisational development can do in an organisation, you can achieve in your own work area with your workteam. If you set out to create good relations with your workteam and to create an open, participative atmosphere, you will be well on the way to creating a workteam who respond favourably to change.

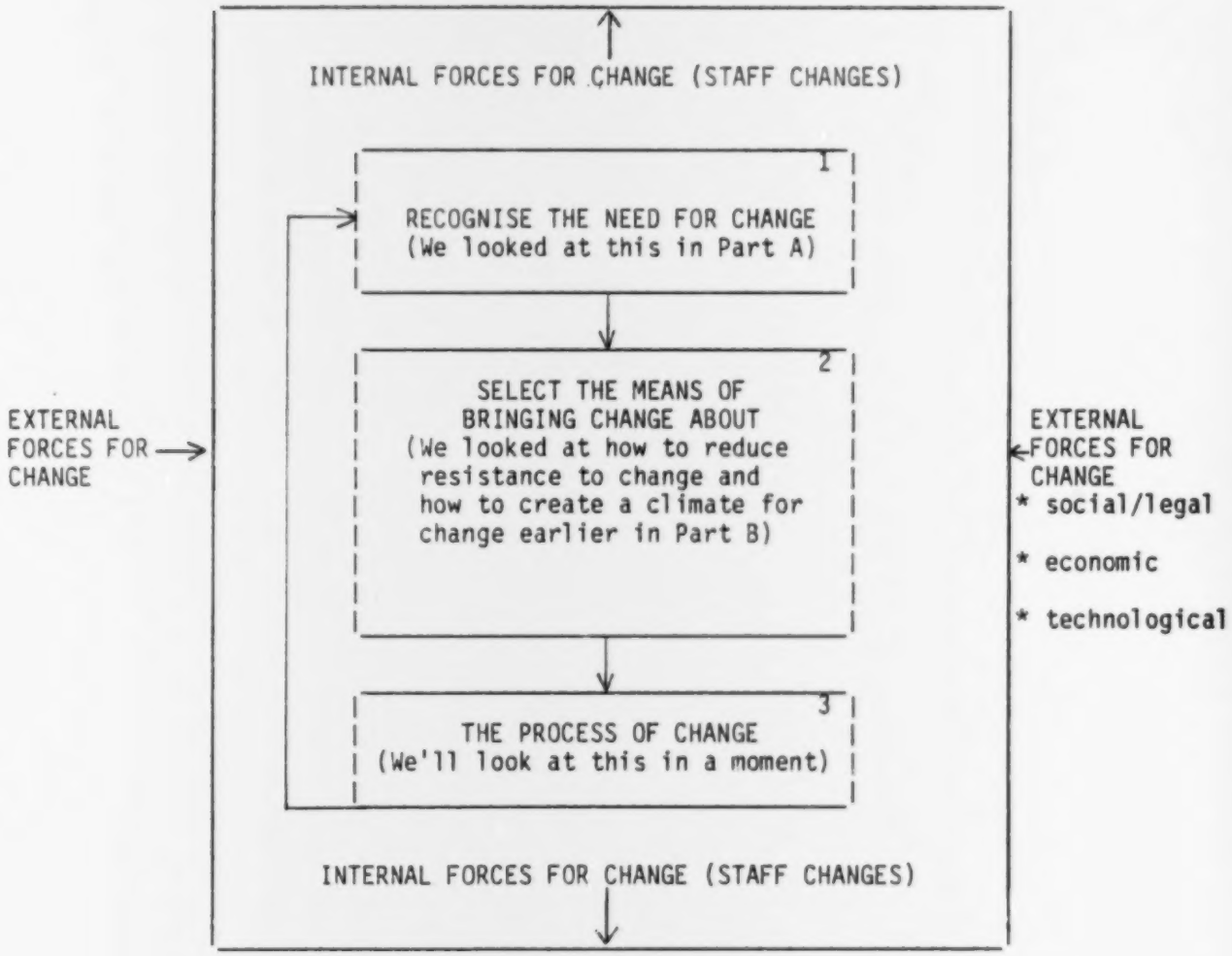
These changes may be major, involving the whole organisation, or may be changes confined to your area such as changes of staff as people leave or join the workteam or teams being set up different to cope with different demands.

In your work area you need the basis of an open climate to take change on board and, as supervisor, you need to give particular care to maintaining the favourable working atmosphere to meet the challenge of a change whenever it occurs.

4 The process of change

We've established that change will come about most effectively in an open, participative climate. Now let's turn to a consideration of how change actually takes place.

We'll start by looking at how the process of change fits in to the need of the organisation to recognise and adapt to changes in the environment. We could show this by using a diagram.



In Part A we grouped the external forces into three groups.

* social and legal
* economic
* technological.

ACTIVITY 19
Time guide
2 mins

You notice that the arrow from the third box in our diagram, THE PROCESS OF CHANGE, leads straight back to the first box RECOGNISE THE NEED FOR CHANGE. Jot down one reason for this.

* _____

_____

The reason is that organisations need to be alert to the forces for change. Change is an on-going process, not a one-off affair which, once complete, doesn't need to be thought about again.

A way of looking at change has been developed by Kurt Lewin. Other people have also used this model as a way of looking at change. Our reference looks at this model as well as some others. Here we'll use it to look at the process of change.

REFERENCE 4
Page 79

4.1 Unfreezing

The first stage in the process of change involves changing people.

ACTIVITY 20
Time guide
3 mins

Suppose planning in the department in which you work is being computerised. Planning clerks who have previously filled in records by hand and consulted files which were stored all round the office or nipped down to the factory floor to have a word with the production people will now have to use visual display units. This means keying in information and calling up information from the computer files on the screen. Some of them have never touched a keyboard before and are very uncertain about how they will manage.

Jot down three ways in which they, and what they do at work, will have to change.

* _____

* _____

* _____

You may have included all sorts of ways they would have to change on your list - particularly if you have experience yourself of this sort of change at work brought about by computerisation.

These, though, are the main changes I would note.

* a change of attitude

  Like many people, these planning clerks are uncertain about a change in what they have to do. They may feel worried or even hostile as a result. Their attitude has to be changed to a confident, positive approach.

* a change of skills

  They haven't had to use a keyboard before and, although people can manage a computer terminal keyboard by stabbing away with two fingers, they will have fewer errors and therefore work more effectively if they've had some training in using a keyboard.

* a change of knowledge

  Previously all the information was in files around the room or they could check things out with production people. Now the information will be on computer files. They need to know what information is available (it could well be much more than they had before) and how they can get at it. They don't need to know necessarily how the computer works but the more they know about what it can do for them the better.

So we can sum up the changes that need to be made in people as:

* attitudes
* skills
* knowledge

Bringing about these changes in people is often called

UNFREEZING

Exactly how this is done will vary from one situation to another but in general it can be done it two ways.

* reducing resistance to change

and

* increasing pressure to change.

We've said quite a lot in this unit already about how we can reduce resistance to change.

SELF CHECK 9
Time guide
3 mins

Jot down three ways in which you can reduce resistance to change.

* _____

* _____

* _____

The answer to this self check is here in the following words, so you'll need to check out your answers carefully. The ways to reduce resistance to change which we've looked at in some detail are providing everyone with as much information as possible in advance giving people plenty of opportunity to discuss and talk about proposals * trying to encourage people to involve themselves at an early stage. You may also have thought about trying to create a favourable climate for change by * organisational development * management development programmes and * sensitivity training.

But how can we increase pressure to change?

ACTIVITY 21
Time guide
2 mins

Suppose you are asked to change the way you work and the sort of work you do quite significantly. Jot down two things which might encourage you to do your best to put the change into action successfully.

* _____

* _____

What encourages us at work can vary very much from one person to another but I think many people would be encouraged by:

* improved status - perhaps a new job title

* the prospect of more money

* better promotion prospects.

Whether these were likely to be available would, of course, depend on the particular situation in which the change was occurring. (The change might be vital for the firm merely to survive, let alone expand.)

So, where else is there likely to be pressure to change? We've said already that training for change is likely to be group-based if change is to be brought about successfully.

ACTIVITY 22
Time guide
3 mins

Jot down how you think group-based training can be a pressure to change.

*

People in group-based training are likely to go along with the rest of the group. If the group as a whole seems favourably disposed to mastering the skills and knowledge required, then uncertain workteam members will probably fall in with that attitude.

Grumbles can be expressed in the group and, hopefully, the group will also share a few laughs about what the changes involve.

However, as we've said, the UNFREEZING stage will depend very much on the particular situation and we can't suggest one tried and tested way of doing it which will work whatever the situation.

4.2 The Change

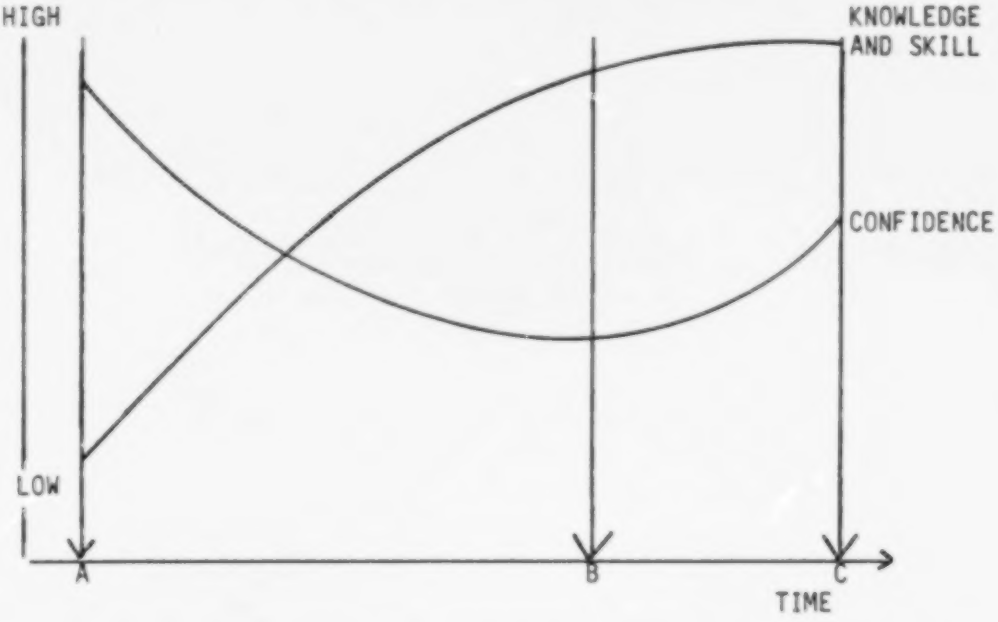
The second stage in the process involves THE CHANGE and the process of learning. You may recall our diagrams in section 2 of this part which showed how learning increased and confidence began to fall before it built up again. Once a change is introduced, we can encourage and support people to build up their skills and confidence. Once the change has taken place it's not possible to avoid the new ways of doing things and the new attitudes and approach required. This time is likely to be a drain on the energies of any supervisor in charge of a workteam under-going change and how a supervisor leads the workteam at this time is an important consideration. We'll be looking at this problem in more detail in Part D.

4.3 Refreezing

The final stage is often called REFREEZING. Again, let's recall our diagrams in section 2. After a while, people learn the new skills, become familiar with the change and feel more comfortable with what is required of them. The refreezing process involves the building up of confidence and skills until they've reached high levels again. At this point confusion and worry about the change should also have dropped to low levels.

SELF CHECK 10
Time guide
5 mins

Ideally, unfreezing should begin before a change is introduced, but the diagrams we drew in section 2 can be used to show the stages of the change and refreezing. We've redrawn one of them below.



Now respond to the following statements by writing either TRUE or FALSE in the space provided.

a Point A shows the point in time at which the change is introduced. Unfreezing should take place before this point in time. _____

b Between points A and B we have the stage of changing. This is the time when new skills and knowledge are learned and confidence may be shaken. _____

c Between points B and C we have the refreezing stage where confidence builds up again and people became familiar with what is required. _____

d Complete the following stagement with three suitable words.

The three stages in the process of change are

* _____
* _____
* _____

The answer to this self check is here in the following words, so you'll need to check out your answers carefully. My choice for statements a, b and c would be true. These, along with our diagram, provide us with a summary of the process of change. The three stages in the process of change are unfreezing, change and refreezing.

EXTENSION 5
Page 78

This extension provides a detailed examination of some of the things we've looked at in this part of the unit. You may find it useful to take it up at this stage.

5 Summary

In order to bring about change successfully you need to:

* REDUCE RESISTANCE	provide plenty of information encourage discussion involve people at an early stage
* CREATE THE RIGHT CLIMATE	an open and participative climate which is friendly, cooperative and encourages involvement in decision-making
* This can be achieved by	ORGANISATIONAL DEVELOPMENT MANAGEMENT DEVELOPMENT PROGRAMMES SENSITIVITY TRAINING
* THE PROCESS OF CHANGE	UNFREEZE Reduce resistance and create a climate for change CHANGE Putting the change into action and adapting to the change REFREEZE People become familiar with the new ways and learn to feel confident in them.

PART D WAYS OF LEADING

1 Introduction

In this part of the unit we'll look at how different ways of leading and different approaches to the people in a workteam can affect the process of change. Unless we do a course on leadership or read a book about it, we tend just to rely on our own natural style and the way we've managed to get things done in the past. In this part of the unit we'll be looking at our approach to leadership and ways in which we can be more flexible in our approach.

2 The Nature of Leadership

REFERENCE 5
Page 79

It's difficult to think of a way of defining leadership which would cover all its aspects. Ralph Stogdill makes this point by stating that

> "there are almost as many different definitions of leadership as there are persons who have attempted to define the concept."

So, we won't attempt to offer a definition here. Instead we'll suggest that the process of leading involves a number of things. In considering the problem of leading change we'll try to identify which of these things are important and how we can improve our abilities in these areas. Before we go any further, let's try and sort out our ideas about leadership by doing the following activity.

ACTIVITY 23
Time guide
3 mins

Jot down three things which you have to do as a leader.

* _____

_____

* _____

_____

* _____

_____

There are a number of things you could have written. Perhaps your suggestions included one or more of the following:

* getting other people to follow your example

* directing the activities of the people in your workteam

* giving instructions on what to do

* influencing how instructions are carried out.

It would be possible to draw up a long list. However, let's concentrate for the moment on the things we've just mentioned.

Firstly, how willing are other people to follow our example? Leadership involves other people and the more willing they are to follow the leader, then the more effective the process of leadership is. In a situation of change, unwilling followers may pose problems for the supervisor.

So, what factors will help to make people more willing to follow the example of a leader in supporting a change?

ACTIVITY 24
Time guide
3 mins

Jot down two suggestions of things which you feel might make members of a workteam more willing to follow their supervisor in supporting a change.

* _____

_____

* _____

_____

Once again, there are a number of suitable responses. Perhaps you felt that the ability of a leader to get people willingly to follow an example depends on the reputation of the leader. If you were thinking along these lines, perhaps you included one of the following suggestions.

* A trusting relationship

  If, in the past, people have been given reliable and accurate information, then any explanations about why the change is needed are more likely to be believed. There may still be some resistance but there should be less if people trust their supervisor than if they are suspicious. If a supervisor has a reputation for not providing complete or accurate information on crucial occasions, people will tend to be suspicious. They may not believe the explanations offered to them and getting change introduced and working is likely to be more difficult.

* Avoid unnecessary changes

  People who make changes for the sake of change will find that support for any change is hard to gain. Someone who gains a reputation for making only necessary changes which are beneficial is more likely to be supported.

* A reputation for being fair

  A supervisor with a reputation for dealing with grumbles and complaints in a fair way is going to find it easier to sort out the problems and complaints of the members of the workteam when change is introduced. If a supervisor has the respect of the members of the workteam, they are more likely to respect his judgement about changes.

So, the reputation of a line manager can be an important influence on how the people he supervises react to proposals for change.

The ways in which the supervisor tries to get things done through the members of the workteam will affect the way in which people feel about their supervisor.

We'll be looking at some of the different approaches to leadership in the next section but, before we do, let's summarise some of the main things we can say about the natureof leadership.

SELF CHECK 11
Time guide
5 mins

We said at the beginning of this Part that it's difficult to define leadership because it involves so many different things. Still, we've tried to identify some of the things that leadership involves. List up to three in the space provided below.

* _____

_____

* _____

_____

* _____

_____

The answer to this self check is here in the following words so you will have to check your answers carefully. We listed a number of things: * getting other people to follow your example * directing the activities of the people in your workteam * giving instructions * influencing how instructions are carried out. There are other equally suitable things you could have included. Perhaps you included things like

* supporting the members of your workteam

* coordinating group activities.

We also suggested that a person's reputation as a leader will affect the ways in which the members of the workteam react to that leadership. In the next section we'll look more closely at the different approaches to leadership and the things which influence its effectiveness. In this section we hope we've helped you to focus more clearly on the wide range of things which are demanded of a leader.

3 Leadership Approaches, Supervisors and Workteams

Different people approach things in different ways. In this section we'll look at these different approaches. Let's begin by looking at what your natural inclinations may be.

ACTIVITY 25
Time guide
3 mins

Read through the following short case study and then take a few minutes to consider your answers to the question below.

Let's assume that you work as a supervisor of a workteam in an area where there is concern about levels of productivity. One of the members of the work study team has suggested to you that some minor changes in work operations could lead to an improvement. You've studied these proposals and feel inclined to support them. Now, there are a number of ways in which you could approach your workteam. We've listed five suggestions below. Place a tick beside the one which you feel would be most like the approach you would use.

a) Announce the decision to the people in the workteam and go about making the necessary changes.

b) Talk to the members of the workteam and convince them of the need to change first.

c) Discuss the changes with the people you supervise, answer any questions they may have.

d) Present the changes as a possibility and get members of workteam to contribute ideas. You'd be prepared to modify your views if they come up with suggestions to persuade you.

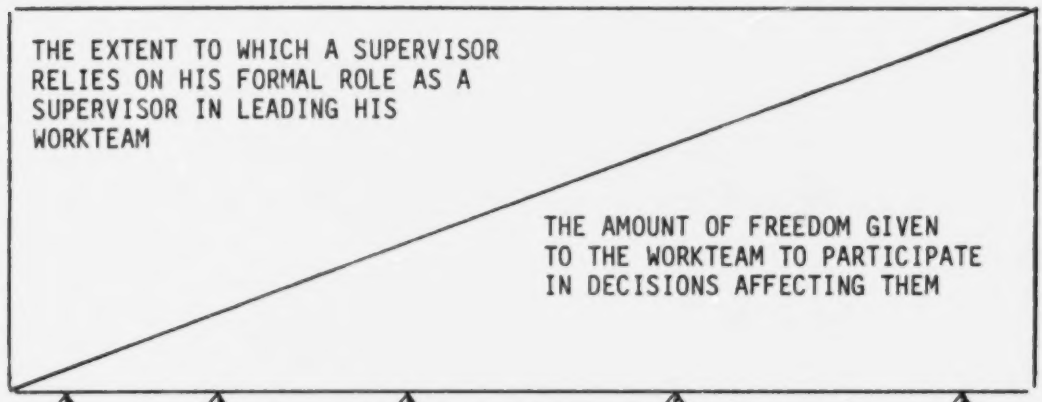
e) Present the workteam with the problem - low productivity - ask for their suggestions as to how to solve the problem. Give them your suggestion and get the workteam to make a decision with you but stress the fact that productivity must be improved.

These statements might help you to gain insights into your methods of leading your workteam. Some people would say that these five ways of dealing with the problem could be seen as positions along a range of possible approaches. At one extreme, the supervisor may feel more at ease announcing the decision and going about putting it into affect. At the other a supervisor may prefer to involve the members of the workteam as much as possible.

Just as we said in Part A that mechanistic and organic structures could be thought of as two extremes of a range of ways of organising work, so we can see these five statements as being positions along a range of approaches. We'll draw a diagram to show this more clearly. We could call statement a) a description of boss-centred approach. If the approach in statement a) was used, our workteam would have no say in the change at all. If the approach used in statement e) was used then the workteam would be allowed freedom to make and participate in decisions within the limits imposed by their supervisor's boss.

BOSS CENTRED
LEADERSHIP

WORKTEAM OR
SUBORDINATE-CENTRED
LEADERSHIP


THE EXTENT TO WHICH A SUPERVISOR RELIES ON HIS FORMAL ROLE AS A SUPERVISOR IN LEADING HIS WORKTEAM
THE AMOUNT OF FREEDOM GIVEN TO THE WORKTEAM TO PARTICIPATE IN DECISIONS AFFECTING THEM

Announce decision	Try to convince workteam first	Present and discuss changes with workteam and answer their questions	Present changes as a possible solution which could be altered if their ideas are better	Present the workteam with the problem of productivity and let them participate in making a decision

Another slightly different slant we could take in looking at how you feel most comfortable leading others is to think about whatwe are most concerned about at work.

ACTIVITY 26
Time guide
3 mins

Again, we'll look at a short case study. Read it through and then answer the question below.

Let's assume that you supervise a team of mechanics working in a garage. The sales department recently sold a second-hand car subject to its having a full service and an MOT certificate for one year. The workteam which serviced the car and put it through its MOT has had several complaints from the customer who has found faults which shouldn't have been overlooked in putting the car through the MOT test. The garage owner is very concerned about customer relations and has given the car to you so that the list of faults supplied by the customer can be put right. The work must be done properly and well. The garage owner has told you that the garage would be at risk of losing its licence to test vehicles if this customer carried out a threat to report the problems to the Ministry of Transport.

We've listed four possible ways in which you might approach this problem. Decide which approach is most like the one you feel you would use and place a tick beside it.

a) Direct and supervise your wokteam very closely to make sure that the jobs are done to your satisfaction.

b) Inform the workteam about the fact that this job is very important and supervise them fairly closely.

c) Tell the members of the workteam that the job is important to the garage owner. Tell them not to overlook anything and to come to you if they have problems. Keep supervision close but not too close.

d) Make sure that they are aware of all the facts surrounding the job. Tell them about the customer complaint and the garage owner's fears. Help them if they need your help.

Again we could present our four approaches as points along a range of possible approaches.

Statement a) describes an approach in which the supervisor is very much concerned with the job. This is one end of our range, which we'll call TASK-ORIENTED.

In other words, the approach of the supervisor is most influenced by the need to get the task done to the satisfaction of the customer.

Statement d) describes a situation in which the supervisor wants to get the task done but is also very sensitive to the needs of the workteam. The supervisor who takes the approach in statement d) is not trying to control the workteam members strictly but encouraging them to do what is needed. They have been put in the picture and the supervisor is putting some trust and reliance upon them to do the task properly.

ACTIVITY 27
Time guide
2 mins

Statement a) (Direct and supervise your workteam very closely to make sure that jobs are done to your satisfaction) represents a TASK-ORIENTED approach.

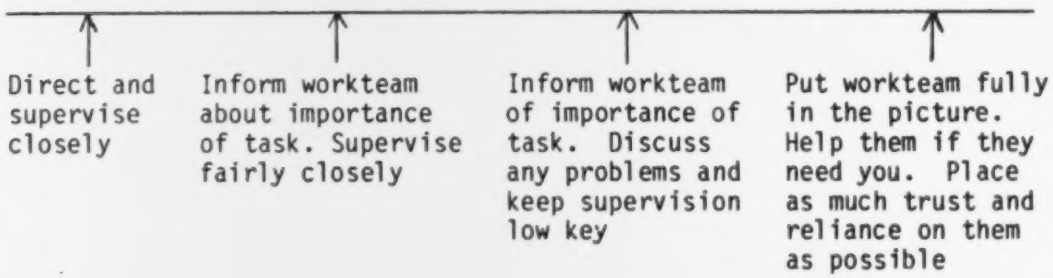
Statement d) (Make sure that they are aware of all the facts surrounding the job. Tell them about the customer complaint and the garage owner's fears. Help them if they need your help) represents a _____-ORIENTED approach.

Complete that statement with a suitable word.

Suitable words would be 'workteam' or 'employee'. Statement d) represents a workteam-oriented approach.

Again we could draw a diagram to show the range of possible approaches.

TASK ORIENTED — EMPLOYEE OR WORKTEAM ORIENTED


Direct and supervise closely
Inform workteam about importance of task. Supervise fairly closely
Inform workteam of importance of task. Discuss any problems and keep supervision low key
Put workteam fully in the picture. Help them if they need you. Place as much trust and reliance on them as possible

So there are a number of possible approaches to leading a workteam. Let's think about the things which make us decide to take a particular approach.

ACTIVITY 28
Time guide
3 mins

Jot down one thing which might influence the approach you might take to leading your workteam. I've entered a suggestion myself to get you started.

* You might feel happier with certain approaches than others because of your own personality.

* _____

_____

Perhaps you included one of the following things in your suggestion:

* individuals in the workteam may respond better to some approaches than others

* some situations and tasks may require a different approach from others.

So we've identified three influences on leadership approach:

* the natural inclinations of the supervisor

* what the workteam feels happiest with

* the nature of the tasks or jobs and the situation.

Alternatively you may have thought about influences which extend beyond work and the immediate situation which will affect your choice of leadership style.

These could include:

* your own background

* your values.

We've already talked about approaches ranging between

* boss-centred and subordinate centred

* task-oriented and employee oriented.

A supervisor who values individual freedom may feel happier using an approach tending towards the workteam-centred or employee-oriented ends of the range we looked at. On the other hand, if a supervisor believes that the needs of the individual must come second to the requirements of the organisation and job, it's likely that the approaches tending towards boss-centred or task-oriented will be preferred.

* Your previous experience

  If we're used to working in mechanistic (rigid and inflexible) types of organisation we'll be more used to task-oriented approaches. If we're more used to working in organic (flexible and adaptable) types of organsations, we'll be more familiar with employee-centred or workteam-centred approaches.

* The type of industry

  In part A we said that some industries and organisations are liable to have to cope with change at a more rapid pace than others. The organisational climates and usual approaches to leadership in these organisations are likely to differ. You are likely to be influenced by the types of approach used by others in the same firm as you.

Let's review what we've said about leadership approaches so far by doing the following self check.

SELF CHECK 12
Time guide
8 mins

1. Complete the following statements with a suitable word or group of words.

   a Boss-centred leadership and _____-centred leadership can be thought of as two ends of a range of approaches.

   b Task oriented approaches and _____-oriented approaches can be thought of as two ends of a range reflecting the uppermost concerns of the supervisor.

   c The natural inclinations of the supervisor, the workteam itself and the tasks or jobs and works situation are influences on _____.

2. List two things which will influence the approaches with which the supervisor feels most comfortable.

   * _____

     _____

   * _____

     _____

The answer to this self check is here in the folliwng words, so you'll need to check out your answers carefully. In the statements in questions 1 my choices would be as follows: a) workteam. The sentence would also be suitably completed by words like 'employee' or perhaps 'subordinate'. b) employee. Here again you may have written down another suitable word with the same or a similar meaning. c) leadership approach. A phrase meaning the same thing would also be suitable.

Question 2 asked for one or two things which influence the approach with which the supervisor feels most comfortable. In the unit we mentioned four things: * the supervisor's background and personality * the things the supervisor values * previous experience * the type of organisation or industry the supervisor works in.

The same things which influence you as a supervisor in the approach you take will, of course, also influence the members of your workteam in the way

So <u>their</u> attitude to <u>you</u> will be affected by:

* their personality and background

* their own values

* their previous experience

* the type of firm they work in.

They will feel happier with some approaches than others. These influencing factors are likely to lead both supervisors and workteam members to prefer organisations which tend towards either the mechanistic (rigid) or organic (flexible) types.

Let's remind ourselves of what these types of organisation are by doing the following self check.

SELF CHECK 13
Time guide
5 mins

Respond to the following statements by writing either TRUE or FALSE in the space provided.

a Organic types of organisation break down the tasks which need to be done so that they can be precisely defined. _____

b Organic types of organisation define everyone's job precisely in relation to the tasks that need to be carried out. _____

c Mechanistic structures have a rigid hierarchy or number of management levels. _____

d In mechanistic structures communications run up, down and across the organisation. They are more like two-way consultations than one-way commands. _____

e In organic types of organisation people are expected to be committed to their tasks, rather than simply obey orders and instructions. _____

The answer to this self check is here in the following words, so you'll need to check out your answers carefully. a) My choice is false. Mechanistic structures have this characteristic. b) Again, my choice is false because this is another characteristic of a mechanistic type of organisation. c) True. This is another feature of mechanistic types of organisation. d) False. This statement describes the pattern of communications we'd expect to find in an organic type of structure. e) True. This is a feature of organic types of organisation structure.

If a lot of your answers were different from mine, you might find it helpful at this stage to reread section 3 of part A. Before we move on, we'll recap on the main features of each type of organisation.

MECHANISTIC STRUCTURES

* break down tasks so that they can be precisely defined

* define everyone's job precisely in terms of the tasks they do

* have a rigid hierarchy or number of management levels

* each level is responsible for the tasks done by the level below

* communications run up and down the levels

* decisions tend to be made at the top

* people are expected to obey orders and instructions from superiors on higher levels.

ORGANIC STRUCTURES

* don't define jobs precisely but allow for them to change as conditions change

* give decision-making responsibility directly to those involved in doing particular tasks

* communications run up, down and across the organisation and are more like two-way consultations than one-way commands

* people are expected to be committed to their jobs and tasks rather than simply follow instructions and obey orders.

ACTIVITY 29
Time guide
5 mins

I've listed eight statements below which we'd expect to reflect the views of people who prefer either mechanistic or organic types of structure. Decide whether each statement fits in best with a mechanistic or organic structure and tick the appropriate column.

	Mechanistic	Organic
1. People only work hard when they have to. Rewards and sanctions should be closely tied to the work done.		
2. People work hard when the work they do is meaningful to them in its own right. They work best when they understand the purpose of the work they do and are involved in setting their own work targets and goals.		
3. The most efficient way of organising communications is to stick to the formal lines of communication in the organisation. You should only tell people as much as they need to know to do their own job. Knowledge shouldn't pass to people who don't need to know it.		
4. Everyone should be as fully informed as possible because the most effective working relationships are based on common understanding of needs. Collaboration and informality work better than formality and withholding of information.		
5. Efficiency depends on everyone having a clearly defined job to do. That way everyone knows what is expected and work is more easily controlled.		
6. Efficiency depends on flexible arrangements so that workteams can adapt to changing requirements more easily. People should be able to move freely from activity to activity and work area to work area.		
7. People work best at simple, undemanding tasks. So it's best to break jobs down into small parts and cut out the need for people lower down the organisation to make decisions about work.		

8.	People work best if they are given complete and meaningful jobs to do. With the right opportunities and training most people can cope with more difficult and demanding work, so it's best to keep variety and flexibility in jobs.		

What we'd expect to find is that if people are perfectly matched to an organic type of organisation, then their views would be similar to those expressed in statements 2, 4, 6 and 8. If people are perfectly matched to a mechanistic type of organisation we'd expect their views to be similar to those expressed in statements 1, 3, 5 and 7.

Now think about your own views.

ACTIVITY 30
Time guide
5 mins

Look at the statements again. They are written in such a way as to allow you to compare them.

Compare each of these pairs of statements and put a tick beside the one from each pair which best reflects your own views.

WHAT MAKES PEOPLE WORK HARD

1. People only work hard when they have to. Rewards and sanctions should be closely tied to the work done. ☐

2. People work hard when the work they do is meaningful to them in its own right. They work best when they understand the purpose of the work they do and are involved in setting their own work targets and goals. ☐

COMMUNICATIONS

3. The most efficient way of organising communications is to stick to the formal lines of communication in the organisation. You should only tell people as much as they need to know to do their own job. Knowledge shouldn't pass to people who don't need to know it. ☐

4. Everyone should be as fully informed as possible because the most effective working relationships are based on common understanding of needs. Collaboration and informality work better than formality and withholding of information. ☐

EFFICIENCY

5. Efficiency depends on everyone having a clearly defined job to do. That way everyone knows what is expected and work is more controlled. ☐

6. Efficiency depends on flexible arrangements so that workteams can adapt to changing requirements more easily. People should be able to move freely from activity to activity and work area to work area. ☐

WHAT PEOPLE WORK BEST AT

7. People work best at simple undemanding tasks. So, it's best to break jobs down into small parts and cut out the need for people lower down the organisation to make decisions about work. ☐

8. People work best if they are given complete and meaningful jobs to do. With the right opportunities and training most people can cope with more difficult and demanding work, so it's best to keep variety and flexibility in jobs. ☐

If you ticked more odd numbered statements than even number statements, the chances are that you'd feel happier in a mechanistic type of organisation.

If you ticked more even numbered statements than odd numbered statements, the chances are that you'd feel happier in an organic type of organisation.

However, these views are the extremes which would fit in best with the extremes of organic and mechanistic structures. If you ticked both odd and even numbers it's probable that you would feel happiest in an organisation which lies somewhere between these two extremes. Perhaps the best way of putting this is that most people feel happier towards one end of the range or the other.

Now that we've done these two activities we should have some idea of the effects of our own background and personality, experience, values and place of work.

In dealing with the members of our workteam in times of change, it's useful to bear in mind that they are influenced in their views of jobs, expectations of supervisors and attitudes by the same sorts of things. In this section we've concentrated on looking at the things which affect supervisors and their workteams. This is because in leading change the relationship between the supervisor and workteam is central. In the next section we'll look at some of the other things which will afect leadership approaches and consider how to adopt an effective approach to leading change.

4 Leadership approaches and the situation

We've talked about how the approach which any supervisor takes up is affected by such factors as his own personality, beliefs, experience and awareness of similar factors influencing the workteam's attitude.

But deciding what will be the most effective approach to leadership in any particular change will also be influenced by other factors.

ACTIVITY 31
Time guide
4 mins

Read this example of a changing work situation and jot down four things which might influence the supervisor's approach.

Megan is a supervisor in the industrial customer service section of a company which sells paging systems for contacting staff who may be anywhere on or off their work premises. Following a take-over, some new electronic systems are being launched to enable the firm to win back a share of the market which it has lost over the last few years. There's going to be a massive sales drive and Megan's staff are going to be re-organised into area teams rather than each person having their own list of clients to look after. Working hours are going to be staggered as part of the plan to give a better round-the-clock service to the customers.

Life has been very peaceful at work for some time - even boring - and some of Megan's workteam have become rather fed up with how little scope they've had to use any initiative. She's been there for years, knows the jobs inside out and tends to tell them exactly what to do so that it's done with minimum fuss.

The new manager seems to have endless energy. He'll listen if somebody can put a case clearly and briefly, but he's got no time for grumbling and complaining and when he wants something done, he means straight-away. For example, the new product launch is in three weeks' time and by then everybody will have to be completely familiar with how the electronic systems work and be able to sort out customers' difficulties with them.

Some of her fellow supervisors are alarmed at the way things at work are going to change but, on the whole, there's a mood of excitement in the air and a lot of good-natured joking about how they'll cope.

Jot down four things which might influence Megan's approach.

* _____

_____

* _____

_____

* _____

_____

* _____

_____

Clearly, there are all sorts of influences which may affect Megan's approach to leading her workteam through this period of change. These are the influences I would pick out but you may have spotted more:

* outside pressure

  The firm has to adapt, and quickly, to new technological developments which competitors are already taking up. So the urgency of the change will influence everybody in the firm.

* the organisational climate

  It looks as though Megan's section at least has previously had a rather mechanistic style. The situation has been stable and Megan has told her workteam precisely what to do - there's been no need for them to use their own initiative. But the climate is obviously changing and it looks as though people would be responsive to the idea of change.

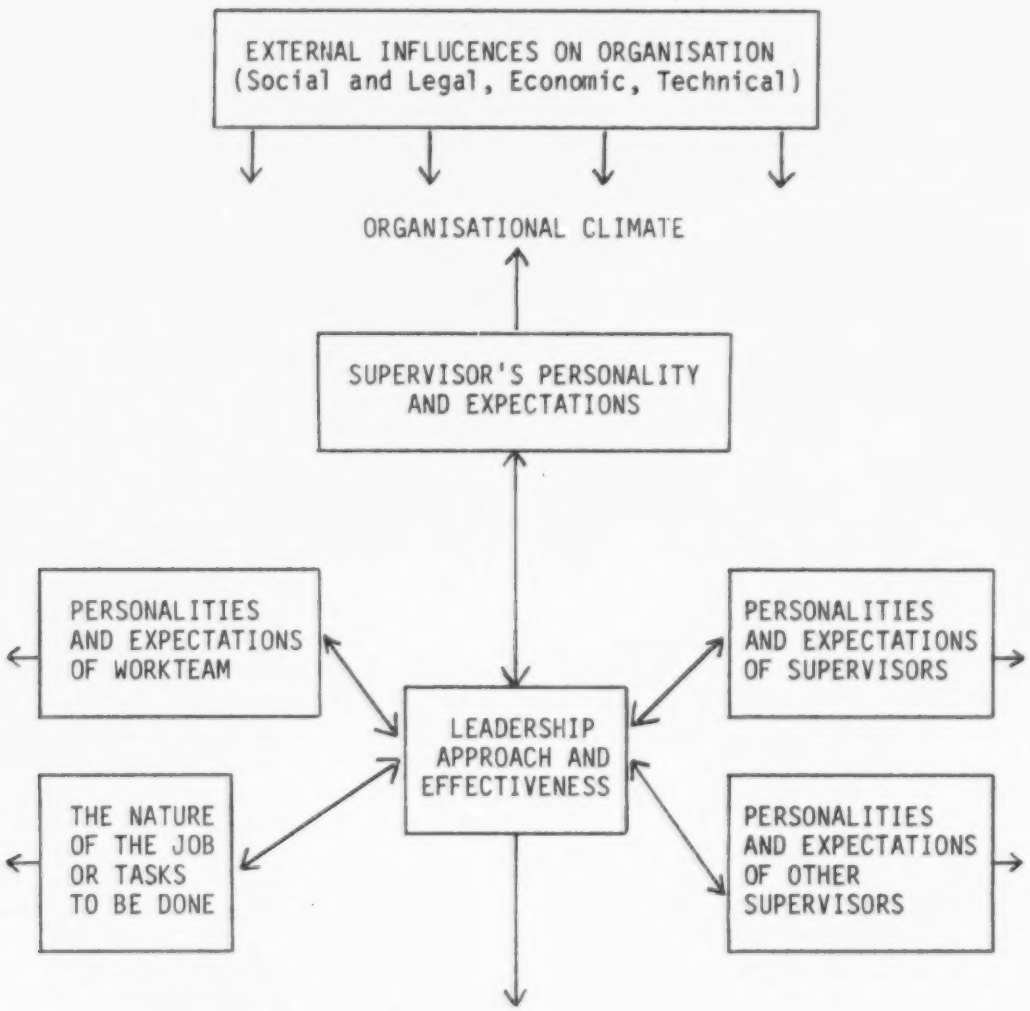
* personalities and expectations of the workteam

  Megan's workteam are used to her telling them what to do, even if they tend to resent it. They may be unsettled by a sudden change in her approach unless they are well-prepared. On the other hand, they want to use their own initiative and would, presumably, welcome the idea of being more involved in the decision-making in the section.

* the nature of the job

  The change is urgent and means that everybody has got to learn about the new technology fast. Everybody is in the same boat as far as training needs are concerned and successful adaption to the change will depend on everybody making a major effort, at least in the short term, and in pooling their newly-acquired knowledge. It's that state of affairs that Megan's leadership style has got to create.

We can pull together the threads and sum up the major influences on how effective a particular approach will be in this diagram.


EXTERNAL INFLUCENCES ON ORGANISATION
(Social and Legal, Economic, Technical)
ORGANISATIONAL CLIMATE
SUPERVISOR'S PERSONALITY AND EXPECTATIONS
PERSONALITIES AND EXPECTATIONS OF WORKTEAM
PERSONALITIES AND EXPECTATIONS OF SUPERVISORS
LEADERSHIP APPROACH AND EFFECTIVENESS
THE NATURE OF THE JOB OR TASKS TO BE DONE
PERSONALITIES AND EXPECTATIONS OF OTHER SUPERVISORS

You notice that the arrows from the box marked

LEADERSHIP APPROACH AND EFFECTIVENESS

have two points to show that the process of influence is two way. For example, the expectations of the workteam will influence the effectiveness of the leader's approach but that approach will also influence the expectations of the workteam.

Everyone's expectations and personalities will affect the organisational climate and the organisational climate will influence everything from the design of the jobs to the attitudes and expectations of the people in the organisation.

So, what will be effective in one situation won't necessarily be effective in another. Some people would argue that the three most important things in the immediate working environment, as far as the effectiveness of a particular approach is concerned, are:

* the relations between the leader and the workteam members
* the nature of the job
* the amount of power the leader has because of his position in the organisation

We've already thought a lot about the relations between the leader and the workteam members and how they can determine how effective a supervisor's approach to leadership can be.

If relations are good, the workteam members will respect the supervisor which means that the supervisor doesn't have to rely on his position as supervisor to get group tasks done. It doesn't mean that directives or orders won't be used at all, but the supervisor will be able to lead less formally and still get the work done.

But how does the nature of the job determine how effective the supervisor's approach to leadership will be?

ACTIVITY 32
Time guide
3 mins

Suppose you are a supervisor in the car trade. Your workteam service cars and they are expected to work from manuals in which exactly what tasks are to be done are clearly defined and explained.

Do you think you would have to give your workteam detailed instructions yourself? YES/NO

Do you think there would be much discussion between you and the workteam about how the car service was to be done? YES/NO

I hope we can agree that the answer to both these questions would be NO.

Since the job is highly detailed and structured and laid out in the manuals, you shouldn't need to give detailed instructions on how to do the work yourself. (Provided, of course, that the workteam use the manuals properly.) Since the right way to do the job is also clearly spelt out, there's not likely to be much room for disagreement about that; unlike, say, a research and development situation where tasks may be much less clearly defined.

You would, however, have very clear guidelines by which to measure the performance of the workteam and would be able to back up any orders with the manual.

Finally, we said that the amount of power the leader has because of his position will determine the effectiveness of his approach to leadership.

Here's an example of what I mean.

If the supervisor has control over things like overtime working, bonus payments and so on, then he can directly affect the members of the workteam. How the supervisor chooses to use this power is important.

EXTENSION 2
Page 78

In the video 'Staying on Top' in the BBC 'Supervisors' series, one supervisor gave this control over overtime working to the workteam. This workteam manages its own rota for overtime so that extra earnings are spread throughout the group, not by the supervisor but by the group members.

Let's review the main points in this section with a self check.

SELF CHECK 14
Time guide
6 mins

1 At the beginning of this section we identified in a diagram a number of things which would influence a leader's approach and its effectiveness. Jot down three of those influences.

* _____
* _____
* _____

2 We suggested that in the immediate working environment made up of the supervisor, workteam and job, three things could be particularly important in influencing the effectiveness of the supervisor's leadership approach. Jot down all three.

* _____
* _____
* _____

The answer to this self check is here in the following words, so you'll need to check out your answers carefully. 1 In our diagram we identified the following things: * the organisational climate * the personality and expectations of the supervisor * the personality and expectations of the workteam * the nature of the job * the personality and expectations of other supervisors * the personality and expectations of superiors. We suggested that the leadership approach could be affected by and also affect the expectations of other people in the organisation. We also suggested that the supervisor's approach could in some cases affect the nature of the job. Just because a job can be easily broken down and defined doesn't mean that the work always has to be done as separate, simple tasks by different people. Some supervisors have greater freedom in how they can organise the work of their workteams than others. 2 The three things we suggested could be particularly important in the immediate work situation were * the relations between the leader and the workteam members * the nature of the job * the amount of power or control the supervisor has over things like overtime which can directly affect workteam members.

5 Approach to Change

So we can now say that

THERE IS NO ONE BEST LEADERSHIP APPROACH TO CHANGE

The best approach to any one situation will depend on the things we've discussed previously but we can say:

* if changes are going to work they must be reasonably in harmony with the values, attitudes and expectations of managers and workteams.

* the methods used must be reasonably in harmony with the leadership style the workteam are used to.

Managers and supervisors are likely to prefer some approaches to leadership to others. How flexible a supervisor can be in altering the approach used will affect the number of situations in which that person can be an effective leader.

And adapting successfully to change doesn't just depend on the effectiveness of the supervisor's approach, although poor handling of change by a supervisor can damage relations in the group.

ACTIVITY 33
Time guide
1 min

We've talked a lot about the importance of an open and participative climate.

Do you think the workteam will always be in favour of moves away from strict control of work towards more participation in decisions affecting them? YES/NO

It isn't always the case that the workteam will welcome a move towards an open and participative climate. For example, if they are used to working in a mechanistic type of organisation they may be used to doing exactly what they're told and prefer it that way.

ACTIVITY 34
Time guide
3 mins

Jot down two attitudes which working in a mechanistic organisation may encourage which may make the workteam dislike the idea of a more open and participative climate.

* _____

* _____

You may have thought of a number of things: The likely attitudes which I would single out are:

* they may think that a lot of company matters have nothing to do with their job

* they may not want a share in decision making and the responsibility that goes with it

* they may see work as a kind of bargain with the employer about how work is done and how much it's worth

Even if this doesn't mean that we won't do anything extra without being paid for it, we all have some idea of what we feel it is fair and reasonable to expect us to do as part of the job.

REFERENCE 6
Page 79

As Edgar Schein points out, work can be seen as a contract between employees and employers in which "Both parties to the contract are guided by assumptions concerning what is fair and equitable".

So in leading change we should try to find out what these assumptions are. For the supervisor, this means developing the ability really to listen and take notice of the views expressed by the members of the workteam.

ACTIVITY 35
Time guide
3 mins

Below are two statements. Put a tick beside the one which you feel is more true.

1 Different situations require different approaches to leadership. Different supervisors prefer different styles or approaches. So, it's best to try and fit the supervisor to the situation.

2 Supervisors should try to learn about these approaches to leading with which they feel least happy. That way they'll be able to be more flexible. This can help them adapt their approach to the needs of their work situation more easily.

If you pick up a book which discusses leadership you're likely to find that some people support statement 1 and others statement 2. I feel that people can help themselves to be more flexible by learning about the range of expectations in the workteam and taking up opportunities for training.

ACTIVITY 36
Time guide
3 mins

Forgetting about your job description for the moment, ask yourself whether you can answer the following questions.

* What does your boss think your job involves?

* What does your workteam think your job involves?

* What does your boss expect you to do on his behalf?

* What do the members of your workteam expect from you?

Whatever you've said in response to this activity will have given you some idea about what everyone's expectations of you are and that can help to guide you in your approach to leadership. When change is in the air it's helpful to be able to answer these questions.

Being an effective leader in times of change means

* developing a sensitivity to the needs, expectations and problems of others

* developing the ability to respond in the most suitable way.

In general more participative open approaches and styles are better for dealing with change, but if such approaches are out of line with the expectations of the workteam they can cause resentment. Dramatic changes need to be made gradually, often with the aid of things like organisational development programmes.

EXTENSION 6
Page 78

In this unit we've kept our decision of leadership approaches on a straightforward practical level. However, if you'd like to explore these ideas further you might like to take up our last extension to another unit in this series about team leading.

6 Summary

LEADERSHIP INVOLVES:

* getting others to follow your example
* directing the activities of the people in your workteam
* giving instructions
* influencing how instructions are carried out.

LEADERSHIP APPROACHES - vary. We identified a number of approaches to leadership ranging from

* boss-centred to workteam-centred
* task-oriented to workteam-oriented

THE SITUATION - is likely to be a factor in influencing how effective a particular approach will be. In particular:

* the organisational climate
* the expectations and preferences of others
* the supervisor's expectations and preferences
* the nature of the job

will all have an influence on how effective a leadership approach is.

THE APPROACH TO CHANGE - needs to be carefully weighed up against the situation. Supervisors should develop:

* an awareness of expectations
* sensitivity to the needs and problems of others
* some knowledge and skills in a wide range of leadership approaches

PART E PERFORMANCE CHECKS

Time guide
60 mins

1 End Check

You may now review your understanding of the unit as a whole by completing this group of questions. DON'T GUESS THE ANSWERS - if you're not sure flick back into the unit and check before responding.

TRUE/FALSE

Respond to each statement by writing TRUE or FALSE in the space provided.

1 Change is an on-going thing in organisations. The outside world is not static and the organisation must respond to it if it is to survive. _____

2 Organisations in which decisions are made at the top can often make and act upon decisions quickly. This helps in responding quickly to change. _____

3 Changing the ways in which decisions are made might help an organisation to adapt to changes more quickly. This often means changing the organisational structure. _____

4 An organisation with a mechanistic structure should be able to respond to change quickly. _____

5 An organisation with an organic structure is best suited to a stable environment. _____

6 Individuals often see changes as a threat even if it can be shown that the changes would benefit them. _____

7 A supervisor who prefers to direct and supervise his workteam's efforts closely can be said to have an employee-oriented approach to leadership. _____

8 Organic types of organisation assume that efficiency depends on everyone having a clearly defined job to do. _____

COMPLETION

Respond by completing each sentence with a suitable word or words.

9 People who work in organisations which need to respond to rapid change are more likely to be working in _____ types of organisations.

10 _____ are important when change is in the offing. People can really understand, think they have a fair idea, get the wrong end of the stick altogether or completely misunderstand the nature of the changes but not want to admit it.

11 Fears and insecurities about the future can lead people to _____ change.

12 Line managers often have a _____ _____ in keeping the old system going because of the energy they've spent making it work. This can be a source of resistance to change.

13 The atmosphere of the firm, the working conditions and the relations existing between people help to make up the organisational _____.

14 Organisational development, management development and sensitivity training are ways of trying to influence the organisational _____.

15 The process of change can be thought of as having three stages - unfreezing, changing and _____.

16 _____ is the stage in the process of change which is concerned with reducing resistance, creating a climate for change and preparing people for the change itself.

MULTIPLE CHOICE

Respond to each question by putting a tick against the ONE answer which is most correct.

17 Which of the following forces for change is the odd man out?

a) A change in consumer or customer tastes.

b) A new managing director who wants to try new ideas.

c) New technological developments.

d) Pressure from the community for the organisation to reduce pollution.

18 Which of the following is not typical of an organic type of organisational structure?

a) As much decision-making responsibility as possible is given to people involved in doing the jobs which need decisions making about them.

b) A system of communications more like two-way consultations than one-way commands.

c) Managers expect employees to be committed to their tasks rather than simply obey orders.

d) Clearly defined jobs and tasks broken down so that everyone knows exactly what is expected.

19 Which of the following is not typical of a mechanistic type of organisation?

a) Communications which run up, down and across the organisation.

b) A rigid hierarchy or number of management levels.

c) Decisions are usually made at the top of the organisation.

d) People lower down in the organisation are expected to obey orders rather than make decisions.

20 Which of the following sources of resistance to change is a particular problem among line managers?

a) Lack of confidence.

b) Uncertainty about the future.

c) A vested interest in the old system.

d) Fears about job losses.

21 After a change is introduced

a) confusion and worry will continue to rise as time goes on.

b) confidence will fall as time goes on.

c) confidence will be at a low level.

d) confusion and worry will fall as time goes on.

22 Which of the following things would not help to create an open, participative organisational climate?

a) A sharing of information between people about things which concern them.

b) A supervisor who prefers to give directives and supervise the efforts of his workteam closely.

c) High levels of trust between superiors and subordinates.

d) A friendly working atmosphere.

23 Which of the following is not a concern of sensitivity training?

a) Encouraging more openness with other people.

b) Developing a greater awareness of the needs of group members.

c) Developing a greater understanding of the things which can affect relations within a group.

d) Training new operatives in the finer points of the production process on which their workteam is employed.

24 Organisational development focuses on

a) the individual supervisor.

b) managers in general.

c) the individual in workteams.

d) the workgroup as a whole.

END CHECK - Checkout

Audio Tape Side 2 Time guide 35 mins

The answers and explanations for these End Checks are on Side 2 of our Audio Tape. Have your responses with you as you play this tape. As you listen you can check out how well you have done and make notes as you proceed.

2 Tutor Check

Time guide 60 mins

Read through the following passage and then answer the questions that follow.

The organisation you work for is beginning to face pressures for change. New technology is available and needs to be introduced if the company is to keep pace with its competitors, and new types of work are likely to be taken on in the near future because of a falling demand for existing products. At the moment everyone has a very strictly defined job description. Decisions are made at the top of the organisation and directives passed down. There are a lot of rules and regulations about how things should be done. A new managing director has just taken over and feels that the climate of the organisation needs to become more open and participative if the company is to cope with future changes.

1 What type of organisation do you think this company is at the moment?

2 The new managing director has asked for suggestions as to how to bring about a change in the organisational climate. Give your proposals.

3 Let's assume that you work as a supervisor in one of the following areas

a) Production
b) Sales
c) The general office
d) Distribution

Select one of these areas and list the things which you feel would help to make up a more participative, open climate.

4 In our unit, we described three stages to the process of change.

Give some examples of things which might happen in the work area you've chosen during each of these stages as change comes about.

Send to tutor

Now get your answers to your study tutor either by post or handing it over personally. You will receive your tutor's assessment and comment back through the post as soon as can be managed.

3 Work-Based Project

Time guide
60 mins

We said in the unit that most supervisors and workteams have preferred leadership approaches. We also identified a number of things which influence the approaches used and how effective they are likely to be.

1 Over the next few days consider your own approach to leading your workteam. Write down the type of approach you tend towards and give two or three examples of the ways in which you've handled your workteam to support your view.

2 Think about the type of organisation in which you work.

a) Does it tend towards the organic or mechanistic type?

b) Describe some of the features of your organisation which led you to make your decision in part a) of this question.

3 Think of a change which you are facing now or might face in the future.

a) Given the organisation you work for, how would you approach the problem with your workteam on the unfreezing stage?

b) How would you prepare yourself for the change?

c) What problems of resistance would you be likely to face from your workteam?

d) How would you try to overcome them?

4 Describe what you would expect to happen to the levels of confusion, worry, confidence and knowledge or skills connected with the change from the point at which the change occurs.

Send to tutor

Now get your answers to your study tutor either by post or handing it over personally. You will receive your tutor's assessment and comment back through the post as soon as can be managed.

PART F UNIT REVIEW

1 Return to objectives

Having completed your work on the unit let's review how you feel about each of our four opening objectives. I'll repeat them here and add comment.

You should be better able to:

* RECOGNISE THE NEED FOR ON-GOING CHANGES IN YOUR ORGANISATION

You were probably already aware of the need for change in your organisation. Perhaps this was one of the reasons why you chose to study this unit. We've looked here at a wide number of things which can lead to change in organisations. Organisations need to respond to the changes in their environment if they are to survive. We spent some time in Part A of this unit looking at the problem.

Now to our second objective.

You should be better able to:

* ADAPT TO CHANGE IN YOUR WORK AREA

We looked at a range of problems you'd be likely to experience in facing change. We'd hope that we've been able to increase your awareness of these. If we have then this should help you to adapt to changes more easily in the future.

Our third objective reads

You should be better able to:

* HELP YOUR WORKTEAM ADAPT TO CHANGE IN YOUR WORK AREA

We've looked at the sources of resistance which we'd expect a supervisor to face in the workteam. Understanding these sources can help a supervisor to deal with them more sensitively. If we've helped you to become more aware of these, then hopefully we've achieved this objective.

Our final objective reads

You should be better able to:

* ASSESS THE BEST WAYS TO LEAD YOUR WORKTEAM THROUGH CHANGES

We've looked at various approaches to leading your workteam. We also tried to identify the things which would help to make different approaches effective. If you feel better able to identify and weigh up the things which will influence the effectiveness of the approach you use, then we've achieved our last objective.

I hope that the work you have done was enjoyable and useful enough to encourage you to continue in your studies.

EXTENSION 1	Choice unit no 16:	Organisation Systems
	Author:	Henry McLaughlin
	Publisher:	Northern Regional Management Centre
EXTENSION 2	Video:	"Staying on Top"
	No 8 in the "Supervisor" series	
EXTENSION 3	Book:	Effective Communication - made simple
	Author:	E C Eyre
	Publisher:	W H Allen
EXTENSION 4	Book:	Supervisor Studies
	Author:	P W Betts
	Publisher: Chapter XVI	MacDonald & Evans
EXTENSION 5	Summary Paper	Planning for Change No. 3
	Author	Bristol Polytechnic
	Publisher	Bristol Polytechnic

See Appendix 1 on page 80.

EXTENSION 6	Choice unit no. 14	Team Leading
	Author	William Tait
	Publisher	Northern Regional Management Centre

These extension opportunities can all be taken up via your Support Centre.

They will either have the materials or will arrange that you have access to the materials. However it may be more convenient to check out the materials with your Personnel or Training people at work - they may well give you access. There are other good reasons for approaching your own people, for example they will become aware of your interest and you can involve them in your development.

3 References

REFERENCE 1	Book:	The Reality of Management
	Author:	Rosemary Stewart
	Publisher:	Heinemann
REFERENCE 2	Book:	Management of Innovation
	Author:	T Burns and G M Stalker
	Publisher:	Tavistock Publications
REFERENCE 3	Book:	Organisational Development
	Author:	W French and C Bell
	Publisher:	Prentice Hall
REFERENCE 4	Book:	Behavioural Sciences for Managers
	Author:	Boot, Cowling et al
	Publisher:	Macmillan
REFERENCE 5	Book:	Handbook of Leadership
	Author:	R M Stogdill
	Publisher:	Free Press
REFERENCE 6	Book:	Organisational Psychology
	Author:	E Schein
	Publisher:	Prentice Hall

These references can all be taken up via your Support Centre. They will either have the materials or will arrange that you have access to the materials. However it may be more convenient to check out the materials with your Personnel or Training people at work - they may well give you access. There are other good reasons for approaching your own people, for example they will become more aware of your interest and you can involve them in your development.

If you do wish to make use of these references then don't think that you must read them right through. Just dip into them for a slightly wider treatment of the topic raised by the unit.

I should warn that the language and style of the writing is often difficult to cope with. So don't struggle with it too much. Do what I do when in difficulty, put the book back on the shelf and find a better one!

A Sample Summary Paper
COPYING PERMITTED
...one of our practical training aids designed to save you time.

INTRODUCING CHANGE

* What problems are associated with change?
* Planning & implementing change.
* Organisation Development (O.D.)
* Culture shock

FACTORS INFLUENCING CHANGE

- Economic / Resource shortage
- Legislative / Government
- Competition / Market factors
- Technical / Technological
- Education / Expectations
- Sociological / I.R / consumerism

ACTIONS WHICH CAN BE TAKEN

- Training & re-training
- Communicating & involving
- Job enrichment
- Career planning
- Re-establishing a degree of loyalty
- Re-education & education

CULTURE SHOCK

Definition:- The symptoms experienced by someone who lives or works in an alien environment.

PLANNING & IMPLEMENTING CHANGE

- Why do people resist change?
- How to help people to accept change
- How to follow-up after change

WHY DO PEOPLE RESIST?

- Insecurity (status, job, differentials)
- Fear of ..... criticism, loss of skills, status, etc, loss of workmates
- Difficulty of learning new skills
- Loss of job interest.

HELPING TO ACCEPT CHANGE

- Maximum advance notice
- Do it gradually & train them.
- Maximise involvement at all planning & review stages
- Be patient, tolerant, supportive & flexible but be firm too
- Monitor progress & communicate results.
- Inspire confidence & ensure that staff see & share benefits.
- Develop 'acceptance of change' philosophy

FOLLOW-UP

- Check on how people are coping.
- Maintain good communications
- Maintain involvement.
- Prevent reversion/regression

ORGANISATION DEVELOPMENT (O.D.)

- Definition
- Process
- Benefits

O.D.

- O.D. is an approach to the intro^n of change in an organisation.
- O.D. assists the organ^n to benefit from changes in the environment & the dynamics of its own evolution.
- It observes that :-
  - people & organ^ns cling to roles & objectives even when the situation requires change.
  - at times of change, people don't commit to the change & hence work from different assumptions & towards different goals.

BENEFITS OF O.D.

- A plan taking realities into account.
- A definition & acceptance of objectives.
- Integration of personal & organisational objectives.
  Clearly defined roles.
  Cooperation.

PROCESS

- Unfreezing, developing an awareness of the need for change & establishing the relationships needed for successful change.
- Changing (Moving)
  - defining the problem
  - identifying solutions
  - implementing solutions
- Refreezing, stabilizing the situation & building new relationships.

PAPERS :-
File 500 - Managing Change in Organ^ns
File 501 - Resistance to change in Organ^ns
A 29 Management of Change

Issue 2 Feb'82 S24e

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THE CHOICE SERIES

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12 Enriching Work
13 Workteams
14 Team Leading
15 Leading Change
16 Organisation Systems
17 Supervising in the System
18 Supervising with Authority
19 Workplace Control
20 Taking Decisions

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30 Looking at Figures
32 Using Graphs
33 Method Study
34 Easy Statistics
35 Quality Control
37 Controlling Output
38 Value Analysis
39 Quality Circles
40 Computers
41 Stores Control
42 Managing Time
43 Descriptive Statistics
45 Supervisors & Marketing

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60 Communicating
61 Speaking Skills
62 Writing Skills
63 Communication Systems
64 Orders and Instructions

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70 Accounting for Money
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73 Wage Payment Systems
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